

A Study of the Development in Design Features of Monolingual Dictionaries of Pakistani English

**By
MUHAMMAD SHAFIQ**



**NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD**

October, 2018

A Study of the Development in Design Features of Monolingual Dictionaries of Pakistani English

By
Muhammad Shafiq

M. A., University of Education, 2015

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF PHILOSOPHY
In **English (Linguistics)**

To

FACULTY OF LANGUAGES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

© Muhammad Shafiq, 2018



THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Languages for acceptance:

Thesis Title: A Study of the Development in Design Features of Monolingual Dictionaries of Pakistani English

Submitted By: Muhammad Shafiq

Registration #: 37 /MPhil/Eng/F-15

Master of Philosophy

English Linguistics

Prof. Dr. Ali Ahmad

Name of Research Supervisor

Signature of Research Supervisor

Prof. Dr. Muhammad Safeer Awan

Name of Dean (FoLs)

Signature of Dean (FoLs)

Brig. Muhammad Ibrahim

Name of DG

Signature of DG

Date

CANDIDATE DECLARATION FORM

I Muhammad Shafiq

Son of Muhammad Jamil

Registration # 37/M.Phil/Eng/F-15

Discipline English Linguistics

Candidate of **Master of Philosophy** at the National University of Modern Languages do

hereby declare that the thesis **A Study of the Development in Design Features of**

Monolingual Dictionaries of Pakistani English submitted by me in partial fulfillment of

MPhil degree, is my original work, and has not been submitted or published earlier. I also

solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree

from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any

stage, even after the award of a degree, the work may be cancelled and the degree revoked.

Signature of Candidate

Date

Muhammad Shafiq
Name of Candidate

ACKNOWLEDGEMENT

Praises and gratitude to Almighty Allah who provided me courage and I have completed the thesis. It is one of His countless blessings for me. I am also highly obliged to my supervisor Dr. Ali Ahmad. Without his guidance and support, it was not possible. It is his skill that he put life into the project with his continuous guidance, regular motivation, and invaluable suggestions. I am also gratified to my respectable Head of Department Dr. Akbar Sajid, for his kind support in this project.

I would like to thank my respected teachers Dr. Masroor Sibtain, Abdul Ghafar Bhatti, Safdar Hussain and my friends Muhammad Hummayun Faiz, Muhammad Tayyab Tahir and Atta Mustafa for their encouragement, worthy opinions and useful support. I am obliged to all these friends for their help in data collection, finding resources, proof reading, and other beneficial advices.

My special thanks are attributable to my father Rao Muhammad Jamil and my mother, my brother Dr. Muhammad Tufiq Jamil and my beloved wife Noreen Anjum for their prayers and support during this project. I would like to thank my sons Muhammad Ahmad, Muhammad Abdullah and Muhammad Talha who have lived with their mother and waited for me to return home. They have been a source of solace and comfort for me in the time of stress during this project.

In the end I would pay my gratitude to all friends and family. This project would have never been possible without their co-operation.

DEDICATED

To

MY FATHER AND MOTHER

WHO ENCOURAGED ME

EVERY TIME

& HAVE RAISED ME TO BE THE

PERSON I AM TODAY

AND

MY beloved wife

& Children

WHOM I LOVE VERY MUCH.

ABSTRACT

Thesis Title: A Study of the Development in Design Features of Monolingual Dictionaries of Pakistani English

The present study focuses on the developments in monolingual English dictionaries which are published in Pakistan. The main focus is on the developments in the macrostructure and microstructure of four selected monolingual English dictionaries of Pakistani English. The research aims at finding out the developments in the inclusion of structural features in these dictionaries.

The study examines and analyzes four monolingual English dictionaries of different publishers of Pakistan based on four different check lists. The approach of documentary analysis is employed to carry out this descriptive type of research. To draw a checklist about the information in a dictionary, the studies of Bergenholtz & Tarp (1995), Hausmann and Wiegand (1989), Hartmann (1983, 2001), Bowker (2003), Jackson (2002), Landau (2001), Bejoint (2000) and Ahmad (2009) were taken into consideration. Different features of megastructure including contents, preface/introduction, user's guide, list of abbreviations, pronunciation symbols, encyclopedic note, list of headwords (macrostructure), index, appendices, information label; and the features of microstructure including head word, spellings, pronunciation, inflections, word class, senses, definition/s, example/s, usage, cross reference, illustrations, run-ons, and etymology are used for analysis.

The analysis reveals that these four monolingual dictionaries demonstrate no or least developments. They use limited outside matter, as they are deficient in providing the user's guide, encyclopedic information and notes on language. In the back matter of these dictionaries, the list of defining vocabulary is not included. The information provided in microstructure of these dictionaries is also very limited. The technique of defining the headwords has not developed properly. Other related sections like the list of abbreviations, illustrations, and usage labels, are also missing in these types of dictionaries.

TABLE OF CONTENTS

Chapter	Page
THESIS AND DEFENSE APPROVAL FORM	ii
CANDIDATE DECLARATION FORM	iii
ACKNOWLEDGEMENT	iv
DEDICATED.....	v
ABSTRACT.....	vi
I INTRODUCTION	1
1.1 History of English Language.	1
1.1.1 Proto-English.	1
1.1.2 Old English.....	1
1.1.3 Norsemen and Normans in England.	2
1.1.4 Middle English.....	4
1.1.5 Early modern English.....	4
1.1.6 Later Modern period	5
1.1.7 Present-Day English.....	6
1.2 What is Lexicography?	7
1.3 Role of Dictionary in Vocabulary Learning.....	7
1.4 Works already done	7
1.5 Review of the Related Literature	9
1.5.1 Dictionary:	9
1.5.2 The use of dictionary.....	10
1.5.3 Monolingual Dictionary	10
1.5.4 Design Features.....	10
1.5.5 Macrostructures.....	10
1.5.6 Microstructure	10
1.6 Significance of the Research.....	11
1.7 Delimitation of the Study.....	11
1.8 Objectives of the study.....	11
1.9 Research Questions	12
1.10 Theoretical Framework	12
1.11 Research Methodology.....	13

1.12	Insights	13
II LITERATURE REVIEW		14
2.1	BACKGROUND TO LEXICOGRAPHY	14
2.2	What is Lexicography?	14
2.3	Practical Lexicography	16
2.3.1	The Dictionary	16
2.3.2	Dictionary Making	18
2.3.3	Types of dictionaries	20
2.4	Theoretical Lexicography	23
2.4.1	Research on dictionaries	25
2.5	Role of dictionaries in language learning	27
2.5.1	Role of dictionaries in vocabulary learning	27
2.5.2	The role of dictionary in decoding activities	32
2.5.3	The role of dictionary in encoding activities	34
2.6	Pedagogical Significance of Monolingual Dictionary	35
2.7	Work already done	37
III RESEARCH METHODOLOGY		51
3.1	Introduction	51
3.2	Data Collection	52
3.3	Sample	52
3.4	Data	53
3.4.1	Limitation in Data Collection	53
3.5	Research Design	54
3.6	Tool of research	55
3.6.1	Megastructure	55
3.6.5	Microstructure	58
2.6.6	Monolingual General-Purpose Dictionaries	61
IV DATA ANALYSIS		63
4.1	Introduction	63
4.2	Heinemann primary dictionary (Pakistan edition) printed by M.K printer Lahore	63
4.2.1	Discussion	65
4.3	GEM Comprehensive English Dictionary by Azhar Publisher Lahore	67
4.3.1	Discussion	69

4.4 Practical Dictionary Printed by Kitabistan Publisher Lahore Pakistan.....	72
4.4.1 Discussion.....	74
4.5 Student Practical Dictionary Printed by Sartaj Book Depot Lahore Pakistan	77
4.5.1 Discussion.....	78
V FINDINGS AND RECOMMENDATIONS.....	81
5.1 Summary of the present study.....	81
5.2 Review of research questions.....	82
5.2.1 Discussion.....	86
5.3 Recommendation	87
References.....	89

CHAPTER 1

INTRODUCTION

This research focuses on development of English monolingual lexicography. The main focus is on the development of the structures of English monolingual dictionaries published in Pakistan. The first chapter describes the origin of English language, various names of English language and its evolution, various ways of making English dictionaries and early researches on English lexicography, the methodology of the research, questions about research and the aim and importance of research.

1.1 History of English Language.

English belongs to Indo-European language family; English is a West Germanic language. The people who were living in the area of Northwest Germany and the Northern Netherland

1.1.1 Proto-English.

The Germanic Tribes are the forefathers of the English language and race. They were greatly impressed by the Latin-speaking Romans when they were expanding their empire to the Western Europe. The Germanic people and romans had to live and business together and, on some occasions, they fought each other. During their coexistence, they borrowed many words from Latin language. The words which were adapted from Roman language to Proto English during the era are e.g.: “Camp, Cheese, Cook, fork, Inch, Kettle, kitchen, linen, mile, pound, noon, wall and street”. We don’t have complete knowledge about the English people of this era and their language. The most important resource to get information of this age is the Tacitus. No other resource is authentic and reliable.

1.1.2 Old English

The people of Germanic Tribes were in a condition of war two or three hundred years after Tacitus. We have no authentic and reliable source and knowledge about their migration and expansion, but we are pretty sure that by the end of this

period, forefathers of English race settled in England. Saxons made England their homeland when England was a province in the Roman Empire but these English forefathers made English their home after the departure of Romans from Britain in A.D 410. The Anglo-Saxon tribes did not come at once. They came in groups and settled in different parts of Britain. In the mid of the fifteenth century, the Anglo-Saxon penetration started and it continued till sixth century. They fought battle for a very long time with the local settlers of Roman-Celtic origin. In the end of sixth century, they became a strong force and conquered most parts of England (except an area in the northwest) and Scotland. British remained the emperors of wales.

Anglo Saxons not only conquered England but they also made England their home. Their language dominated the other languages spoken in England. We have a very little knowledge of Celtic impression of old English. Celtic words inclusion in the English is very small. Celtic adopted words are the name of few towns of England (e.g. Leeds & Landon), rivers (e.g. Theme-meaning dark drive) name of countries (especially in the Northwest) few features of topography, and the names of the places of English derivations (e.g. Buckingham meaning the meadow of Bucca's people). Celtic has very little influence on old English but this does not mean that all Britons were driven out or killed. Britons and Anglo-Saxon coexisted but Britons were not living as emperors. They were living as dominated race and their languages was also dominated in comparison to the language of conquers. Celtic language cloud neither contribute largely to French language nor English. Now, we can perceive that French language should have many Celtic words as the Celtic were forefathers of French nation. Astonishingly, 70 words of Celtic language can be found in French language and they were also not acquainted to modern speakers as these words were related to the profession of agriculture and nature.

1.1.3 Norsemen and Normans in England.

At the end of the Old English period, England was attacked by two non-English speaking groups. They belonged to Scandinavia, the first group continued to speak Scandinavian but the second group made Northern France their homeland and started to speak French. French became their language. Both languages old French and Norse heavily influenced English language between 750 to 1050. Europe was

invaded by second in avian Vikings. These were the last expedition of Germanic tribes. The main reason was the over-population and less resources. But there were political aims too. Politicians fight with them was the cause of exile of many noblemen.

The primogeniture systems forced younger son to search his living elsewhere or the destruction of Frisian maritime superiority by Charlemagne in the northwest Europe were the causes of their assaults. Charlemagne made naval transport and use of sea safe. The Viking were pirates and well known traders. They assaulted and invaded even single ships to fleets and even armies. Danes Norwegians and Swedes consisted of the Vikings. Swedes expiated towards east and the Danes and Norwegians assaulted southwards including England. Whole England was conquered by the Viking but King Alfred drove them back. However, the Anglo-Saxon occupied the territory of the Viking. A large number of Scandinavian settled in England and made England their home.

Scandinavian affected the England and English society heavily. Scandinavians did not force the English men to leave their homes and they coexisted there. As a result, they affected the register of English language greatly. Scandinavians faced less difficulty in living with old English and Old Norse as they had much common in them. Amalgamation of the English and Scandinavians cultures and languages took place after Norman conquered the England. In the Middle English writing, we can find Scandinavians' borrowed words as the Danelaw had no literary tradition. Most of the writings were written in West Saxon dialect were hardly affected by the language of Scandinavians. When the Viking made the England their home, they contributed many words into English language. Most of the words related to administration and justice. Viking used very simple words such as "leg, neck, cake, flow, flat, low, ugly, wrong, call, get, give, take and want". Some lexicons regarding to grammar were also borrowed from Scandinavians' language. The borrowing from Scandinavians' language to the English is very little when compares to French or Latin.

1.1.4 Middle English.

At the time of Norman's conquest, old English did not vanish suddenly; but the changes started in old English which continued at a rapid pace in the subsequent years to the conquest. The old English disappeared after around hundred years of the Norman Conquest and the Middle English gained its place. Actually the Norman Conquest was the cause of the sudden change from old English to Middle English as the new rules of spelling came in English language. These new rules brought the change in pronunciations and spellings that had not been visible in old English conversation. Middle English period is known as the period of weakened inflections and this process of reduction is present in modern English. There were two main reasons for it. The first reason was the amalgamation of the Old Norse with Old English. We often counter and come across Scandinavian and English words which look very similar but when we see in depth, they are completely different. Both had diverse set of inflection. So, the speaker depended upon grammatical devices in order to avoid committing mistakes and those mistakes might lead them to misconception. The second reason was phonological. Now the words have weak unstressed syllables at the end which makes them look alike. This reason sabotaged the system of inflection. Other devices were also in use which replaced inflectional system. The order of words became pivotal as the inflections were unable to differentiate the object and the subject of the sentence. This function has been taken over by "S-V-O" words arrangement

A complex tense system has been built up by using the primary auxiliary (be, have, do) and the use of modal auxiliaries reduced greatly. The formation of future tense with shall and will and the continuous tense with be and present participle is established in the middle English period which is still in vogue in modern English grammar. The magnum opus of Middle English period is "The Prologue to the Canterbury Tales" which is written by legendary Geoffrey Chaucer.

1.1.5 Early modern English

English came as emperors and ended French rule in Britain in the late Middle Ages but this did not mean that there was no competitor language for English. Most prestigious and respected language of that age was Latin. All important works were

written in Latin. It gained the status of international language. Grammar-school syllabus focused on classical Latin and in the universities Latin was the medium of instruction. All the scientific and philosophical work was published in Latin language. English came above the Latin language due to the religious clashes among people. All the religious works were available in Latin but the people tried to give more importance to English so that all people could understand religious teachings and the authority of church and pope may be minimized.

Protestants considered Latin as popish language and they were of the view that it was designed so that they remain ignorant. Another reason was the rejection of medieval ideology that every human being was a part of Christendom. National spirits arose among masses. As important reason in the uplifting of English over Latin was that a large section of English society was not able to read and write Latin. They wanted to read and write English. When English was established as a superior language over Latin, it was influenced by Latin in the same period.

During the early modern English period other methods were also used for expansion of vocabulary and borrowing was not the only one. Words were coined from the present words. English material by techniques of words formation. “Affixation, compounding and conversion” techniques were used for forming new words. The words coined by such techniques were simpler and practical than the words borrowed from Latin. The widespread use of auxiliary ‘do’ was the main change in which the modern English Grammar as pronoun-determines, it was invented. In the fifteenth and sixteenth century great changes in pronunciation form were carried out. The greatest change was in the system of the great vowels; however, some consonants’ pronunciation was also affected. Shakespeare, Bacon and Milton were leading writers of the age.

1.1.6 Later Modern period

Printing press became a powerful tool and it helped greatly to standardize the correct spellings. Orthography, which was established during the period of early modern English, was an ancient thing which do not show the change in pronunciation due to the Great Vowel Shift. In the later part of the eighteenth century, it is observed that the attempts were made to regularize by the establishment of the English academy. During this period the first works on dictionary and grammar were published which were seen as model of

the perfect and Standard English. The scientific point of opinion in England in the seventeenth century greatly affected the language and its use. A large number of scientific work was published which established a referential prosaic style then rhetorical and prosaic style were used as norm. New words were coined in the field of science. Borrowing of words was low in this period as compared to the periods of Middle English and early modern English.

England traded heavily with other regions so many words were borrowed from regions like Australia, Malaysia and India. Few lexicons were also taken from Dutch, Italian, Russia and German. Affixation, conversion and compounding were the main methods of vocabulary expansion in that period. Shortening, back-formation and borrowing from regional dialects and blending were some minor techniques used for expansion of vocabulary. Number of English words increased immensely due to lexical growth.

1.1.7 Present-Day English

English language has gained the status of most prestigious language among the world languages. The reasons which helped English language's uplift were the increase in population after industrial revolution and the entrance of the English language into the non-English speaking areas due to its works. English has now reached to all parts of the world by colonization and trade. The great increase in the United State population also assisted by massive coming of people into English speaking areas in the nineteenth and twentieth century. It made the English language most dominant and superior language of the world. English has become the language of the science and technology so it has large number of speakers in the world.

English language used in some parts of commonwealth countries and in the United States has closeness to the standard British English. When English is used as the second language, varieties of English language varied in grammar, phonology and vocabulary from standard American or British English due to the influence of native languages of the speakers.

1.2 What is Lexicography?

According to Kay (2000) lexicography is a very old area of the research, it is not a new field of study. Theoretical lexicography is concerned with the dictionary research and the area of compiling a dictionary is considered as the practical lexicography. Detailed description of lexicography is included in the second chapter of the thesis.

1.3 Role of Dictionary in Vocabulary Learning

Bogaard (1999) stated that dictionary is the great source of information of any language. To learn a language, dictionary has a great importance. Role of dictionary can be considered in following conditions:

- Dictionary can help in vocabulary learning.
- Dictionary can help in decoding a language.
- Dictionary can help in encoding a language.

Dictionary can be helpful for the users according to above mentioned terms. Detailed description of role of dictionary in vocabulary learning is mentioned in the next chapter of the thesis.

1.4 Works already done

Following works are studied to get a help for this research:

Barnhart's (1962) study was the based in the area of learner centered lexicography. It was a purely a survey research. The main purpose of his work was to comprehend the information of the dictionaries.

Quirk (1975) conducted pioneer educational study in UK to understand the attitude of the dictionary users. This was also a survey research, data for his research, was collected through questionnaire.

Tomaszczyk's (1979) study was a study pioneer on the necessities of foreign users of dictionaries. The collection of information for the production of better dictionary was the main aim of this study. It was also a survey research.

Baxter (1980) collected data from the users of dictionary from Japan. The main aim of the research was to analyze the ownership of the dictionary.

The study of Bejoint (1981) was a survey research in the field of lexicography. Bejoint also observed the decoding purposes of the dictionary.

Nesi (1984) researched on the mistakes of the users during the use of “Oxford Advanced Learner’ Dictionary”. Nesi also declared that a dictionary should be able to provide all the information about language and cultural context of the users of the dictionary.

Kharma (1985) researched the reference needs of two hundred eighty-four majors who were studying in University of Kuwait.

Graffie’s research (1985) was a survey research on ESL students of Southern Illinois University. Development of skill unit about dictionaries was the main aim of the research.

Kipfer (1985) examined the effect of learning and teaching of the dictionary’s skills regarding the attitude and need of intermediate students. Questionnaire was constructed by researcher for the collecting data.

Iqbal (1987) examined the various methods of the users regarding the dictionary use. He analyzed the dictionaries regarding to the requirements of Pakistani users.

Battenburg (1987) did a survey at Ohio University and collected information from sixty target speakers of the language. Subjects were taken from seven different fields of context.

El-Badry (1990) analyzed the bilingual English Arabic dictionary regarding its general use. It was a survey research in which questionnaire was used for the data collection.

Houseman (1990) narrated the preferences of French users of monolingual dictionary which they used in classroom. Important design features of monolingual dictionaries were discussed in this research. The advanced users of English language got help from this study.

Diab (1990) researched on the nurses of the Japan regarding the usage of the dictionary. Diab concluded that 80% of nurses got help from English –Arabic bilingual dictionaries to understand the text of English writings.

Cowie (1992) researched on the important design features of monolingual dictionary of Italian language. Cowie concluded that meaning of words can be explained in better way with the help of different examples.

Li (1998) conducted a questionnaire based research according to the dictionary use. All the participants of the research used the bilingual dictionaries.

Al-Ajmi (2001) examined the possible relation between English Arabic dictionaries.

Nesi and Hail (2002) analyzed the habits of the users of British University. They declared in findings that the participants of the research reflected the habits of using all types of dictionaries.

Laufer and Levitzky-Aviad (2006) examined the dictionary material and its structures. They compiled a specially designed dictionary for the utterance of target language.

Boonmoh (2009) analyzed the electronic dictionaries which were used by the teachers of different languages.

Ahmad (2010) examined the design features of monolingual Urdu dictionaries. The main purpose of the study was to check the development in the features of the monolingual dictionaries of Urdu language. Four kind of dictionaries were taken for the reference work and checklist was developed for the data analysis.

This is a short review of the researches in the field of the lexicography. The introduction of these studies are given in this chapter and the detailed description of the above mentioned works is included in the next chapter.

1.5 Review of the Related Literature

1.5.1 Dictionary:

Jackson (2002) stated that the dictionary is the repository of the words. These words are the alphabetically arranged in the dictionary, and as you look up the column in printed dictionaries or the list of electronic dictionaries, you are watching a list of lexicons. Dictionaries elaborate the lexicons with the all knowledge regarded with these lexicons. Hartmann & James (1998) stated that the dictionaries are considered as the important content of field of lexicography.

1.5.2 The use of dictionary

According to the Atkins (1998) “A dictionary has very complicated facts. It is made difficult to understand by a feature because these have been presented in semi- sentences, abbreviations and reference to concepts are included in the dictionary and consequently, for the using of dictionary in better way, users need some efforts”.

1.5.3 Monolingual Dictionary

Rundell (1988) analyzed that some fundamentally flaws are present in the monolingual dictionary of current times and dictionary is emancipated of the local speaker model of dictionary.

1.5.4 Design Features

Megastructure and microstructure are two pivotal parts of the design features of dictionary. These are explained as under:

1.5.5 Macrostructures

Hartmann & James (1998) stated that “the whole list of structure which helps the compiler and users to access the information of the dictionaries” is called macrostructure. Word list, front matter, back matter and middle matter are included in the macrostructure. Jackson (2002) declared that the front matter, the body and the appendices are included in the macrostructure. According to Hartmann it contains middle matters, list of headwords, front and back matters.

1.5.6 Microstructure

Microstructure confines to head words, spelling, pronunciation, inflections, word classes, senses, definitions, examples, usages, cross references, illustrations, run-ons and etymology of the words. Bergenholtz & Trap (1995) stated that information regarded to lemma is considered as a microstructure. Hartmann (2001) said that against lemma meanings as a conventional definitions, examples and other information should be mentioned in microstructure. Formal comments and semantic comments are further discussed by him. According to Bergenholtz & Trap (1995) “grammar, word combination, synonym, antonym,

linguistic labeling, pronunciations, example and illustration” along with information mentioned by the Hartmann (2001) are included in the microstructures.

1.6 Significance of the Research

The present research is a great contribution in the research on monolingual English dictionaries particularly for the monolingual dictionaries of Pakistani English. The importance of this research is as under:

- The research throws light on the significance of English dictionaries in Pakistani culture.
- This study describes the procedure of evaluation of English lexicography in Pakistan.
- It focuses on the significance of the reference skills for the users of English language at different stages.
- This research is helpful to preserve and promote the English language in Pakistan.
- Through this study, publishers would be able to grow the usefulness and the utility of the English monolingual dictionaries.

The main purpose of the study is to improve the English lexicography for the learners of the language, so that it can be helpful in learning the language.

1.7 Delimitation of the Study

This research is conducted on the development of the monolingual English dictionaries. There are many types of monolingual dictionaries according to their purposes like as general purpose dictionary, LSP dictionaries, pedagogical dictionaries, and historical dictionaries.

The present study is delimited to four Monolingual English dictionaries and English to English part of Bilingualized dictionaries published by the Pakistani publishers.

1.8 Objectives of the study

The objectives of this study throws light on the significance and usability of the design features of monolingual and bilingualized English dictionaries published in

Pakistan. Development in the in the design features of these Pakistani English dictionaries with the passage of time have been analyzed in the present study.

1.9 Research Questions

The main purpose of this study is to investigate the answers of the research questions which are described as under:

- What is the development in the macrostructure of the monolingual and bilingualized English dictionaries which are published in Pakistan?
- What is the development in the microstructure of the monolingual and bilingualized English dictionaries which are published in Pakistan?

1.10 Theoretical Framework

This work is an attempt to access the development of design features of Pakistani English dictionaries. Checklist is created by the researcher to evaluate the design feature of the English monolingual and bilingualized dictionaries which are published by the Pakistani publishers. Theoretical framework of this research follows the theoretical framework presented by Jackson (2002) and Hartmann (2001).

According to Jackson (2002), the review of dictionary is different from the review drawn for other books. The reading of full texts of the dictionaries is not a possible work, for this, the reviewer of the dictionaries should find other ways like sampling or creating a checklist to analyze the features of the dictionaries. Checklist is considered a tool to analyze the features of a dictionary. Nakamoto (1994) created his checklists to review the learner dictionary on following three points:

- Information of the dictionary regarding its quality.
- Information of the dictionary regarding its quantity and
- Manners of presentations of dictionary.

Bogaards (1996) created a checklist to review a dictionary. It is clear that researchers evaluate the dictionaries with the help of checklists. Jackson (2002) states that it is suitable method to review a dictionary.

After observing all this, checklist is adapted as a tool of research for this work. The works of the Bergenholtz & Trap (1995) and Hartmann (1983, 2001), Bowker

(2003), Jackson (2002), Landau (2001), Bejoint (2000) and Ahmad (2009) are selected to draw checklist to get the information regarding the dictionary.

1.11 Research Methodology

The methodology which is applied for this work is briefly described as under and detailed methodology of this study is given in fourth chapter.

The present study is qualitative in nature. The main purpose of the research is to inquire the development of the structure of monolingual and bilingualized English dictionaries which are published in Pakistan. Micro and macro structures of monolingual and bilingualized Pakistani English dictionaries are investigated in this research. English to English part of bilingualized dictionaries is taken into consideration. Documentary analysis is applied to do this descriptive kind of study.

1.12 Insights

This portion clears the fundamental information about English language and lexicography. Origin and evolution of English language is briefly described in this chapter. English language passed through different names and structure and finely it got the status of a language with the passage of the time. Current researches on the English dictionaries have been evaluated in this chapter and it has been found that all the researches have been done on scientific grounds by the researchers. They have maintained with the results of their works that the field requires many considerations and detailed works should be undertaken on the development of English monolingual dictionaries.

CHAPTER 2

LITERATURE REVIEW

2.1 BACKGROUND TO LEXICOGRAPHY

This chapter describes the general and specific notions of lexicography and explains the connection between linguistics and lexicography. General description of content of dictionaries is discussed. The procedure of dictionary making, important kinds of dictionaries, and core domains of study in area of lexicography are discussed in this chapter.

2.2 What is Lexicography?

This is an old area of study. It is as old as the languages itself are (Kay, 2000; Hartmann, 2001). Therefore, dictionary has progressed throughout the history of humankind (Jackson, 2002). Dictionary writing and dictionary research are ever growing domains. Dictionary writing is considered as “practical” lexicography and “theoretical” lexicography covers the field of dictionary research (Hartmann, 2001; Hartmann and James, 1998; Gouws, 2004). According to Hartmann & James (1998) the boundary of professional activities and theoretical area of study in lexicography is not static.

It is an interesting question that when and why compiling of dictionary did start. Dictionary writing has been a basic academic need of every society through all the times. According to Akhtar (1995), there is a relation between teaching and lexicography. Many difficult words are faced by the learners of language during the course of study. It is necessary to collect all such difficult words and arrange them in a proper sequence. According to van Sterkenburg (2003) social needs are the main reason of compiling a dictionary. Moreover, purposes of teaching and religion drive forward to the composing of dictionary. This shows that there are three important motives to begin the compiling of a dictionary. The major reason can be that people need to learn a language to be able to

communicate with each other in a society. Dictionary serves as a purpose of tool of language learning.

Second language learning is also necessary to maintain and grow the relations with other nations. This also emboldened the movement of writing dictionaries. The religious elements have an important role in beginning of compiling a dictionary. Dictionaries of old times were focused at learning the holy texts of holy books i.e. priest were taught Sanskrit through dictionary in subcontinent, in the China dictionaries were helpful to get the knowledge of Confucius, and in the Gulf dictionaries were helpful to clear the meaning of unknown lexicon (Gouws, 1999). The priests were taught the Bible with the help of mentioned work in the Europe (Considine, 2008).

The early English dictionary had a goal to teach fundamental vocabulary to students. The early dictionaries in different languages are written in rhyming verses and these verses carry words and meanings. The students learnt these verses by heart and thus vocabulary was improved (Akhtar 1995, Hashmi 2000). It supports the claim that the old dictionary had been written due to social religious didactic requirement. Katre (1965) declares that dictionary compiling is a skill which progressed throughout the lengthy tenure of human evolution.

Life is a developing phenomenon. The development of life begins from cavemen to the current developed world. Starting from cavemen, a continuous development is found in every field of knowledge which is connected with the all nations. This quick progress and deep relation enhanced the worth of lexicography and drove forward all nations to learn source and target language. So, dictionary has its important role in education of the society.

McArthur (Hartmann, 2001) suggested phases of manhood conversation i.e. from non- conversation to communicate, from communication to written form, from written form to printed form and from printed to modern computed form. Hartmann (2001) proposes that there are many modulations through the time of manhood interaction are related with the various stages of the technology from verbal and written to print and computerizes dictionaries.

2.3 Practical Lexicography

Writing and editing dictionary is called practical lexicography (Hartmann & James, 1998; Sinclair, 1993; Sinclair, 1995). Some lexicographers and linguists only call it compiling dictionaries (Rundell & Fox, 2002; Soanes & Stevenson, 2005). Van Sterkenburg (2003) has stated it as a skill and study of composing reference work. It explains that the lexicography is the study of forming dictionaries, composing and editing them and upgrading according to current needs.

Lexicography is a work of making and composing dictionary and editing them to upgrade them according to current needs. Dictionaries are considered as informative books about languages which combines the lexicons and presents multi-dimensional information related to these lexicons. However, composing or making dictionary is not an easy task. The compiler or lexicographer of a dictionary must have complete knowledge about lexis, literature syntax of that language.

2.3.1 The Dictionary

When a language evolves, its vocabulary also grows. Hence, it becomes need of the time to arrange the words in order to preserve and develop language for the users. So, a dictionary is compiled by the lexicographers.

According to Jackson (2002), dictionaries are storehouse of words, which are organized in alphabetic arrangement and there is a list of words in print dictionary which a reader can easily read in the column of the dictionaries. Same lists are used in electronic dictionaries but they do not reveal at once like print dictionaries. It reveals that the words of language are arranged in the dictionary in a sequence. Learners feel comfort to approach the words and take the information about language which is given in the dictionaries.

Description of language is necessary for documentation and preservation of language and reference works do this duty. Halliday, Teubert, Yallop, and Cermakova (2004) described two fundamental ways for portraying the lexicons and these two methods may be joined in different ways. Writing a dictionary is one way and writing a thesaurus is another way.

2.3.1 What should be in a dictionary?

Dictionaries have the information about words of any language, these are not fairy tales or stories of science. Svensén says that dictionary is a practical device and it is not necessary to read it completely (cited in Van Sterkenburg, 2003). When learners have a difficulty to understand a word, they get help from a dictionary and the dictionary informs them about this word only. Zgusta (1971) stated that one can compile a dictionary according systematically composed list of social linguistic form through the interaction wants of a given speech community. It can help the reader to take the meaning in comprehensive way and this understanding informs the reader about realities of given community.

Lexicographers and linguists differ on the point that what should be in a dictionary. It is claimed that only meaning should be in a dictionary (Yallop, 2004 in Halliday et al., 2004), and in some other cases the usages of lexicon along with their meanings are recommended. No doubt dictionaries imbed knowledge about words. The kind and scope of knowledge relates to the kind and scope of reference work. Dictionaries have their particular domain and permit the compiler to confine to the knowledge that fulfills the aim of reader of the dictionaries.

According to van Sterkenburg (2003) following stages are involved in the process of dictionary compilation. These stages help in understanding the process and give a great help to make a judgment relating the needs of the dictionary users and about the elements which the dictionaries must contain. Given phases are described below:

criteria relating form,
function,
and material.

He maintains that form refers to linguistic knowledge. Dictionaries have dual structure with reference to form which is macrostructure and microstructure. Lexicons are part of functional criteria that is considered as preservation house of language and also shows problems of language. It can serve as a means of keeping ideological qualities in form of dictionaries and different other functions that are served by a dictionary.

The criteria regarding content involves a particular linguistic knowledge as ‘meaning’ and ‘pronunciation’. At some point, extra-linguistic and encyclopedic information is included in dictionaries. All such choices have importance while deciding the content of dictionary during compilation process.

2.3.2 Dictionary Making

According to Sayal & Jindal (2005), dictionary compiling is an important purpose of lexicography. Compiling of dictionaries is a monotonous work. Dictionary making is a difficult task because it has many phases and dictionary is composed and compiled through lengthy procedure.

Compiling dictionaries is observation, collection, selection and describing the elements of vocabulary of languages (Svensén, 1993). The above definition of dictionary compiling shows that the compiling of dictionaries is a lengthy and stepwise procedure. According to Householder & Saporta (1975), there is a division of the chapters into two parts, first is ‘practical consideration of the preparation of dictionaries’ and second is ‘practical consideration of the preparation of dictionaries’. Problems and difficulties which are faced during compiling dictionaries have been discussed by them.

Singh (1982) has mentioned dictionary compiling in three stages. Selection of entries, selection of material and planning about dictionary is in preparatory stage. In the second stage, setting of entries, headwords decision relating to content knowledge, decision of headwords, attachment of meaning with the headwords is done. Arrangement of entries with sub entries, and nesting with determination of run-on entries is discussed in third stage. A complete copy of dictionary for printing is also a part of this stage. All this process demonstrates that the reference work is actually a difficult and lengthy procedure.

Jackson (2002) has described the process of making dictionary in following phases:

- planning
- data collection
- methodology

- production

Jackson (2002) upholds that during planning target user group is decided by compiler. This introductory choice will help to determine type, size and market of dictionary. He declares that this phase confines to the form and design feature of dictionaries. After this introductory decision, the lexicographer must search the means of data that is almost present in published work, citation and corpus.

Computer corpus data is used by the lexicographers, composers and publishers in modern age, because the arrangement of corpus data is not difficult and it can be managed in easy way. In the phase of composing material, it is necessary to focus entire material that makes production of dictionaries monotonous and difficult process.

Landau (2001) divides compiling of dictionaries in following phases;

- the plan
 - composing
 - the product

He says planning is first step of dictionary making. Type and size of dictionary and approximate expenses for dictionary compiling is decided in the planning. After that, lexicographer have to schedule the work, choose the team who will complete the work, choose the means, decide the style of entries, choose the lexicons list, decide about the dictionary's design and choose the vocabulary. When all such choices have been decided, the team is asked to compile the dictionary. Lexicographers takes decision about definitions, references and illustrations and include them where needed. During the last stage, after proof reading, manuscript of dictionary is sent for the publication procedure.

Atkins and Rundell (2008) mention that dictionary compiling is stepwise procedure and executed through following stages:

- During the first step, decision about target user of dictionary is taken.
- According to target learner, aim of dictionaries is decided.
- The aim drives forward to the decision about magnitude and kind of dictionary.
- Selection of staff and decision about budget for the process of compiling dictionary is done.

- The means or sources are decided.
- Data collection is done.
- Ordering or categorizing of data is carried out.
- Decision about headwords is finalized.
- Headwords are attached with definition and linguistics knowledge.
- Arrangement of headwords is done.
- Decision on sub-entry and run-on word is made.
- The process of writing is completed.
- Editing after proofreading is finalized.
- Dictionary is printed and marketed.

The stepwise procedure shows that it is actually a lengthy and tiresome work. The above discussion shows that the dictionary compiling is a multifaceted job which contains analyzing the requirement of a dictionary, deciding the user/s, planning a dictionary, searching for corpora and arranging it, preparing a style guide, ordering the data according the style guide, selection of entries, decision on the dimension of the knowledge, compiling dictionaries, binding and producing to the market.

2.3.3 Types of dictionaries

Whenever a lexicographer undertakes a task to compile a dictionary, the first question that needs answer is the type of dictionary. There are many kinds of dictionaries and every kind has its specific parameters, structure, size and style. During the current era, lexicography is turned to be learner-centered and eventually learner-centered dictionaries are being produced.

According to Zgusta (1971), the reference work might be divided encyclopedically or linguistically. Encyclopedia is extra-linguistic knowledge. Dictionaries related to linguistics concentrate on the elements of words. These dictionaries may be divided as diachronically, synchronically, generally written dictionaries and further can be divided as ‘restricted dictionaries, monolingual, bilingual and multilingual’ dictionaries.

He said that bilingual dictionaries are classified in seven contrasts. These are as under;

- Literary language dictionaries vs. learner dictionaries,
- Dictionaries for the learner first language vs. dictionaries for the learner of second language
- Dictionary for the manufacture vs. dictionary for understanding,
- Historical dictionary vs. descriptive dictionary,
- Historical dictionary vs. encyclopedic dictionary,
- General dictionary vs. particular dictionary.

2.3.4 General dictionaries

Nielson (1994) stated that the aim of general dictionaries is to deal with the fulfillment of communication needs of speech community. According to Van Sterkenburg (2003) it is a “prototypical dictionary” which is alphabetically order and single language is used only. It shows that this type of dictionary considers the native speaker of any language as the basic target audience and their aim of consulting the dictionaries is to search the knowledge of their language.

So, the maker of the dictionary can decide the extant of knowledge of language while determining matter for dictionaries of general purpose. Bejoint (2000) observed that it is tool for information and all linguistic questions are answered in it. But to cover a word completely is a doubted question though it is stated by publishers to raise market value.

2.3.5 Pedagogical dictionaries

According to Hartman & James (1998), the pedagogical dictionary is designed to meet the needs of teaching and learning members of a language. School dictionary is made for the L1 speakers and learner dictionary is made for L2 speakers. Barbrook (2002) describes that there is clear difference of purpose between composing of general dictionary and learners’ dictionary.

Bejoint (2000) mentions that this type of dictionary has a complete knowledge that is compulsory for encoding with various ‘examples, pictorial illustrations and pronunciations’.

2.3.6 Historical dictionaries

According to Merkin, (cited in Hartmann, 1983) in historical dictionaries language is covered completely and these dictionaries describe all the changes that occur in the lexicon during the passage of time. Growth in the size of lexicon is dealt by historical dictionaries (Zgusta, 1971).

Merkin tells about evidences which are provided by historical dictionaries. These are the ‘presence of words in the history regarding to place, and genres, the changing in meanings and other associated linguistic feature. These variation in the phrase relate to the words, changes regarding etymology and derivation, features related to grammar and orthography and its variation in the usage of stylistic (cited in Hartmann 1983). All above discussion shows that this type of dictionary has whole history of lexicon and the information about changes in the words with the passage of time.

2.3.7 Specialized dictionaries

The experts of specific area use the specialized dictionary. These dictionaries cover all the information about language which are compulsory requirements of the experts (Hartmann and James 1998). These dictionaries cover certain items of words which are needs of learners of specific field e.g. business and law. According to Pearson (1998), these dictionaries are divided in two parts i.e. general specialized dictionary and specific specialized dictionary. He also stated that the aim of such reference works is not linguistic knowledge. This type of dictionaries provide information about a special field. They inform the users of specific field to benefit in that particular area.

2.3.8 Other types of dictionaries

According to the languages employed by a dictionary, dictionaries can be divided as ‘monolingual, bilingual, trilingual, bilingualized and multilingual’; with respect to content, they can be ‘encyclopedic, linguistic’; with respect to size

of dictionaries they can range from pocket dictionary and college dictionary to multi-volume comprehensive dictionary; according to time, they can be synchronic and diachronic; according to arrange they can be alphabetical, semantic, thematic or casual, regarding the base of text they may be divided as index, concordance, or exegetic dictionaries.

2.4 Theoretical Lexicography

According to Van Strekenburg (2004) theoretical lexicography is the field of metalexicography. Hartmann & James (1998) concluded that theoretical lexicography is the academic analysis of dictionary writing. Shcherba (1940) gave the general theory of lexicography and explained the difference between informative and academic dictionaries and linguistic and encyclopedic dictionaries. Denisov (2003) considered it the pioneer theory of lexicography. Hausmann (1989) considered the history of metalexicography as primitive as lexicography itself. It explained each and every aspect of lexicography such as rules, theory and research on dictionary compiling. Jackson (2002) explained that lexicography is not only the art of dictionary writing but also covers the area of teaching and researching lexicography. Hartmann (2001) called the theoretical activity as research of dictionary and referred to Hartmann and James (1998) who defined it as it is the academic analysis of such areas as the typology, criticism, history, nature and use of dictionary. Tarp (2008) stated that theory of lexicography is an arranged set of statements regarding and explaining the use of dictionaries with respect to particular types of social requirements. He further gave differences between general theory and specific theory. Statement regarding lexicography was included in “general theory” and statement regarding its sub fields was given in “specific theory”. Hartmann (2001) has referred to Wiegand (1998) who stated that research on languages, technical and encyclopedic dictionaries are included in metalexicography. Welker (2009) pointed out many attempts of Wiegand regarding metalexicography. Some of these contribution are given as under:

- a) “Debate and explanation on the difficulty of synonymy in dictionaries (1979),
- b) Social knowledge of users of dictionaries regarding monolingual German dictionaries (1977 & 1977a),

- c) The hurdle in particular area of language in monolingual general dictionary (1977b),
- d) Debate on practical knowledge in German dictionaries and expounding them with illustrations (1981),
- e) The reply to the questions such as 1) lexicography is a field of science or not? 2) What are scientific aims of general theory of dictionary compiling 3) what are the structures and what is its main content? 4) What is the process when someone wants to develop such a theory? 5) What are the benefits? (1983),
- f) Debate on what is lexicography? (1983a),
- g) Gave the difference between articles of dictionaries and entries of dictionaries (1983b),
- h) Debate on the “general theory of lexicography” (1984),
- i) Practical analysis on use of dictionary (1985),
- j) Usage of dictionary (1985a),
- k) For standard German, conception of lexicographical data bank (1986),
- l) Study and analysis of dictionary usage (1987),
- m) Conclusion of twenty practical researches and debated on the implementation of method (1988),
- n) Dictionary items as a particular type of text (1988),
- o) Discussed on twenty six researches of metalexicography containing kind of dictionaries (1988a),
- p) Bilingual dictionary compiling (1988a),
- q) Particular area of lexicography (1988c),
- r) Internationally encyclopedic lexicography (1989),
- s) The current status of lexicography and its connection with other various field (1989a),
- t) Elements of macrostructure in the general monolingual dictionaries: form of alphabetical arrangement and its issues (1989b),
- u) The idea of microstructures: problem, prospective and history (1989c),
- v) Kinds of microstructure in general monolingual dictionaries (1989d),

- w) In the general monolingual dictionaries the definitions of the lexicography (1989e),
- x) Items of dictionaries as text Smit (2002) while explaining Wiegand's metalexigraphy, summarized the theories of study of meaning from the perspective of theory of action. In addition to Wiegand developed a conclusive theory for lexicographic text, based on opinion that dictionaries should be vital. Theoretical point of view of lexicography is vital as it serves as basic of dictionary compiling. The modern indications in the field are carried out. The dictionary is used to access the shortcoming observed and revisions are implemented. Thus the researches on dictionary play a vital role in compiling dictionaries".

2.4.1 Research on dictionaries

The research on dictionary is diverse phenomenon having many aspects. Many aspects of lexicography have been researched and worked on by the researcher during the history of dictionary compilation. Wiegand has explained the objectives of analysis of dictionary which consist of "compiling, maintaining, assessment, learner needs, culture, corpus, history, classification, computer incorporation, teaching, and developments of theory of dictionary". McArthur (2003) has debated that the analysis on dictionaries is conducted on different fields like methods of language use; modes that it utilizes; its diverse point of view like "historical, structural, critical, usage of dictionaries, history of dictionaries and procedure of dictionary compiling. He has related the study of dictionary to many other disciplines such as "media research, language teaching and terminology, library science and philosophies, linguistics, history, social sciences, music, art, science, technology and like as the data providers for analysis of dictionaries. His views on researches of dictionary compiling has broadened the scope of the study in lexicography. The connections and links proved that the researches on dictionary are affected by all other fields of knowledge.

Hartmann (2001) has given historical, critical, structural and typological point of views on researches in lexicography. He has explained that the learner,

teacher, user and compiler of the dictionary are strongly connected. The process of compilation is affected by the teachers and researchers because the requirements of the learners are known by them. He has highlighted following opinions on researches on dictionaries:

- a) Researches into history of dictionaries explain the conditions in which professional references work. He has mentioned seven point of views into dictionary history consisting of “languages, culture, genre specific, genealogical, personal and history of meta-lexicography”. The study about the history of dictionaries shows the development of compiling dictionary, influence of change in language on the culture of dictionaries and distinction of compiling of dictionaries in various cultures. The study on the historical perspective of dictionary reveals that how the practices of dictionary compiling were used in previous times and in current time. This kind of study shows the profile of compilers of dictionaries within a specific convention.
- b) The context of critical evaluation has been investigated by the research into dictionaries criticism. The images of various dictionaries have been portrayed by these critiques. Six perspectives of research on dictionary criticism have been presented by Hartmann including “critical review, product test, buying guide, critical monograph, metacriticism and general guideline”. The criticism on dictionary is conducted on the behalf of internationally mentioned criteria. On the other hand the findings of the researches may misguide the lexicographer. This study reveals the images of the dictionaries.
- c) The format and design of the dictionaries have been examined through the research into dictionary structures. The items of the dictionary, their relation and arrangement have been analyzed through this type of research. According to Hartmann (2001), the analysis of megastructure, macrostructure and microstructure can be discussed in dictionary research. Six perspectives of research on dictionaries has been described by the Hartmann which are “text, macro, micro, medio, access and distribution structure”. Lexicographers are assisted through the research into structural feature of the dictionaries to improve learner friendliness in dictionary.

- d) The methods to show the difference in various genres and the decision about the group of the dictionary on the behalf of particular properties have been elaborated through the research into dictionary typology.
- e) User's perspectives with relation to the information, skills and usage of dictionaries have been defined through the research into dictionary use. The dictionary related problems of language learner, awareness of dictionary, sociology of users, requirements and skill of dictionaries, and training about usage of dictionary have been discussed by him. The central place in every step has been found by the user, for "compilation, teaching and research". Bilac & Zock (2003) stated that users' access to the information is the ultimate aim of the dictionary. The information should be carried by the dictionary, regarding the requirements of the users.

2.5 Role of dictionaries in language learning

According to Bogaards (1999), dictionaries are considered great source of knowledge of languages. It is revealed through the research in the area of learning of language that dictionaries have an important role to learn and teach a language. Sufficient knowledge is provided by dictionaries and it is needed in language learning. This important role of dictionary can be described in followings terms:

1. Role of dictionaries in vocabulary learning
2. Role of dictionaries in decoding activities
3. Role of dictionaries in encoding activities

The followings discussion shows the importance of dictionaries' use and its role in language learning activities. It explains the role of dictionaries to improve the knowledge of users about first and second languages.

2.5.1 Role of dictionaries in vocabulary learning

According to Hartmann and James (1998) vocabulary is considered the whole of the lexicons which is used for dictionaries compilation. Every language is modifying and getting new lexicons and throws away the lexicons which minimize their use. Learning of vocabulary has a great importance in language learning.

Number of researches have described that abilities about language are related to the abilities of learning of vocabulary. Examples present in the definition of lexicon increase the chances to understand and learn the vocabulary. Explaining a lexicon with comprehensive examples makes the lexicon easy and comprehensible.

Paivio (1971) declared that more conceivable vocabulary elements are more surviving and examples that are present in the dictionaries to describe the definition in the better way make them more approachable. According to Nesi (2000) when users use the dictionaries, example might be considered to his/her own observation and experience of the user and this relation results in additional mental processing involved in learning procedure. Craik and Tulving (1975) further declared that this procedure is helpful for user to memorize the words for long a term. Abbot, Black and Smith (1985) added by saying that the knowledge related to the present information less memorable and extra effort is demanded by difficult texts or vocabulary elements to better memorize. Learning a new lexicon is a complex and compact procedure.

Nation (1990) mentions some phases to describe a procedure of knowing a new lexical item. She says that learning of spoken language is quite different from the learning of written language. Lexicons are placed in the text according to their uses and their meanings. She described the phases of vocabulary as is given in Table 2.1:

Phases of Vocabulary by Nation (1990)

Form	R- What does the word sound like?
Spoken form	P- How is the word produced?
Written form	R- What does the word look like? P- How is the word written and spelled?
Position	R- In what patterns does the word occur?
Grammatical patterns	P- In what patterns must we used the word?
Collocations	R-What words or types of words can be expected before or after the word? P- What words or type of words must we use with this word?
Function	R- How common is the word?

Frequency	P- How often should the word be used?
Appropriateness	R- Where would we expect to meet the word? P- Where can this word be used?
Meaning	R- What does the word mean?
Concept	P- What word should be used to express this meaning?
Associations	R- What other words does this word make us think of? P- What other words could we use instead of this one?

*(R is describing knowledge and P is describing productive knowledge)

Table 2.1: Knowing a word (Nation, 1990)

On the other hand, Tono (2001) mentioned the phase of vocabulary learning in condition of ‘acquisition of knowledge’. These phases are given below:

Phases of Vocabulary Learning (Tono, 2001)

Primacy	P/R	Knowledge category
1	R	Meaning / concept Form/recognizing the word through spelling and sound
	P	Meaning /concept Form /spelling and pronouncing the word accurately
2	R	Position / grammatical patterns (part of speech) Position /collocations
3	P	Position / grammatical patterns Position / collocation
4	R/P	Function / frequency and appropriateness
	R/P	Meaning / association

Table 2.2: The phases of vocabulary knowledge acquisition (source: Tono (2001))

Tono (2001) classified the language according to reception and production of the lexicon. She worked on the form of lexicon and divided it into spoken and written. During the first phase she declared that knowledge of a lexicon is idea, this concept is

recognized through sound. Grammatical identification of lexicons, collocations of the lexicons, the use of this category of grammar and right collocations are discussed in second phase. The usage of lexicon is dealt during the third phase. In the last phase she discussed the association of different lexicons.

Summers (1988) worked on the importance of the usage of dictionaries to learn the vocabulary. Summers along with other fellows worked on a research in which they investigated the effects of various entries organization in presenting knowledge both for encoding activities and decoding activities. Eight unknown lexicons were selected by the users in a paragraph. They developed three index cards for above mentioned entries. First index was prepared for examples, second for abstract definitions and third for entirely normal abstract definition and examples. Multiple Choice type questions were asked to the subjects by using these cards. The result demonstrated that the comprehension scores were same in all three types of entries. These entries were helpful to improve the comprehension. The result of decoding activities was not more terminated but finally it was revealed that combination of definition and example looked most successful.

Laufer (1993) analyzed the kinds of dictionaries' information that enhances the procedure of learning vocabulary. The hypothesis of her research to guess the unknown lexicon from context is better than use of dictionaries. She describes that sound cognitive processing must be linked with the use of dictionaries that enhances the learning of vocabulary. She concluded that unfamiliar lexicons were better learnt when they defined and illustrated through examples. This research showed that definition are more effective and useful to learn vocabulary. The analysis also depicted that the understanding of the respondents improved viciously when the examples were given with definitions. The study has important role in explaining the role of dictionary in language learning.

She says that it is beneficial for all to give all information to dictionary compiler regarding dictionary use by the learners. This stuff will help dictionary compiler in compiling an effective dictionary for learners.

Laufer and Melamed (1994) examined the differences in the usefulness of three kind of dictionary "monolingual, bilingual and bilingualized on the decoding and encoding of fifteen low frequency words in English language". One hundred twenty-three subjects were included in the given test in which a list of 15 entries with their dictionary

entries is included. With the help of multiple choice test the comprehension of the subjects has been checked. These dictionaries had been checked through five entries of each dictionary. In the result, they had shown that effectiveness of bilingualized dictionary was better than other two. Bilingual and monolingual dictionaries were same. On the other hand, the decoding activity resulted that bilingualized and bilingual dictionaries are same, and both contributed much in learning a language.

Lupescu and Day (1993) carried out a study to know a comparison between the amounts of learning of vocabulary elements when users take help from dictionary while studying or when learners does not take guidance from dictionary. Two hundred ninety-three students were included in this work as participants of the research. These respondents were classified into two groups: control group and experimental group. While studying the experimental group was given access to the dictionary. Control group was not given the access to the dictionary while studying. Multiple choice test was taken from the groups and analysis of the research clearly illustrated that the use of dictionary played a vital role in enhancing and improving the vocabulary.

Knight (1994) examined how use of dictionary affected vocabulary building in the process of learning. A controlled and an experimental group having members with diverse verbal ability were formed. First they were allowed to use dictionary, then they were not allowed to use of dictionary. Two kind of test were given to them. They were allowed to see entries and do work on the reading task. Their reading times and looked up entries were written in their individual log files. Study suggested that students of high verbal ability performed well and learned more than respondents with low verbal ability. Knight said that the exercise of finding meaning from context needs to be rechecked. The results showed that dictionary use contributed to comprehension.

Boggards researched on the effects of use of monolingual and bilingual dictionaries during language learning. He investigated the benefits of the use of two types of bilingual and monolingual dictionaries for the users. He examined that these dictionaries helped the users in retention and performing tasks. The participants of this research were first year Dutch speaking students of university. In the first stage of experiments forty-four students were considered as participants and they were fifty-five

in the later stage. According to use of dictionary, participants were classified into four groups which are as under:

1. A Bilingual Dictionary (without named)
2. A learner dictionary (Dictionnaire du FrancaisEtrangere Larousse)
3. A Dictionary for the native speakers of French (Petit Robert)
4. Participant without dictionary.

The participants were asked to underline the words which they looked up in the Dutch text. After fifteen days, with no warning, second phase of experiment was conducted. The respondents had to translate seventeen different words into French from the passage of translation. Boggards observed that bilingual dictionary users looked more words and they translated more than other participants. Learners who did not use dictionary translated less passages. After fifteen days, in the test of the vocabulary translation the results were completely changed. Learners who used Dictionnaire Du Francis Langue Estrangere Larousse translated accurately up to 51.60% and the learners who used bilingual dictionary translated accurately up to 48.5% and the leaners who used Petit Robert up to 44.70% translated correctly.

Boggards is of the view that study suggested that learners who used any kind of dictionary performed well in tests of translation and vocabulary learning. Boggards concluded in his work that monolingual dictionary users performed well in vocabulary learning while bilingual dictionary users did well in translation. Examining the study done by the Boggards, Nesi (2000) indicated that “Boggards does not compare the monolingual dictionaries style, but differences in result between group 3 and 2 was due to livelier and thought-provoking style of French Learner Dictionary”.

2.5.2 The role of dictionary in decoding activities

Primarily the study of dictionary is related to the reading comprehension as it is the only learning process in which the usage of dictionaries is most possible. According to Tono (2001), dictionaries are the important tools for self-learning in target language. Tono (2001) further described that various language

teachers explained that the usage of dictionaries relates to the reading procedure. This thinking is due to the frequent use of the dictionaries. After this he explained that guessing the unfamiliar lexis through context helps vocabulary learning, since it requires deep procedure of new lexicons and the great struggle is required to remember the lexis. This way to learn is considered in cognition effort hypothesis.

The effect of dictionaries' use in languages text had been examined by Bensoussan, Sim and Weiss (1984). The important field examined by them is: during the examination performance of learning is affected by monolingual dictionary or bilingual dictionary and time to complete the test is effected by dictionary use. Ninety-one users of dictionaries were selected in the first research and this research was conducted at Ben Gurion University, and in the second research six hundred seventy subjects were selected and this research was conducted at university of Haifa and in the third research seven hundred forty users were selected which was conducted at Haifa also.

The subjects of first research were randomly arranged into three groups: the group of bilingual dictionary, the group of monolingual dictionary and group of no dictionary. The subjects were selected with their own dictionaries in second and third research. These researches resulted that test scores were not affected by the use of dictionaries. Same scores were taken by the subjects of the monolingual dictionaries, bilingual dictionaries and without dictionaries.

Lupescu and Day (1993) observed the effect of using dictionary while studying. Hypothesis under observation in this research were:

1. Learning of vocabulary by using bilingual dictionary and without dictionary is not different and
2. Reading a text with the help of dictionary requires more time than reading without dictionary.

Test score results rejected first hypothesis and supported the second hypothesis as users who read with the help of dictionary took more time.

They further described that "Confusion was the cause of taking more time. The use of dictionary might be confusing and misleading in some cases, it

happened when a student was unable to find the accurate meaning from the list of given meanings” (1993)

Hulstijn (1993) was of the view after conducting the work regarding the use of dictionary while studying that the respondents who have greater vocabulary consulted few entries from the dictionary and the respondents who have less vocabulary consulted the dictionary more. This research also stated that respondents who have greater assuming ability result in less dictionary use than low assuming ability.

Tono (1989) carried out a study to find the effect of use of dictionary for a long time in decoding activities. Respondents were trained and taught skills of dictionary use. The findings of the work carried out in this aspect were seen regarding the users level of expertise in the skills of the dictionary use.

He described that “This is not indicated automatically that dictionaries reference skills and comprehension reading have a positive relationship”

Test results pointed out that skills of dictionary had clearly visible relation with the marks of respondents in reading comprehension. It was concluded that expertise in the use of the dictionary was a direct condition for reading comprehension.

Summers (1988) investigated the correlation of reading comprehension along with learning vocabulary with dictionary use. He observed from test results of the respondents that all cases of comprehension were improved by the dictionary use.

2.5.3 The role of dictionary in encoding activities

It is usually said that dictionaries are used in decoding activities and use of dictionary in encoding activity is less researched. Therefore, dictionary has very important role in encoding activities of the languages as it does in comprehensive reading activities. Only for the reading and comprehension of texts of different languages, dictionaries have been considered helpful. Communicative requirements of the users are fulfilled by the use of the dictionaries, this significance of the dictionary use have been realized by the language teachers and

learners which can be helpful in growing communication of internet, e-mails writing or talking on live chat.

Ard (1982) used techniques of observation on learner dictionaries' usage during encoding activities. His study was limited only to two respondents: bilingual dictionary was used by a female and bilingual dictionary was never used by male. In the conclusion Ard stated that lexical errors were contributed by the use of bilingual dictionaries with the information of source language.

Hatheral (1984) worked on the dictionary use during writing and stated that dictionaries were used for content words, users translated words and elementary learners translated less than advanced learners.

Yokoyama (1994) examined the use of dictionaries in writing of target language with bilingual dictionary. The results demonstrated that examples were considered the most beneficial knowledge for writing in target language and learners did not ignore the "extra columns, and the usage notes and codes of syntax".

Harvey and Yuill (1997) worked on a research pertaining to the importance of the dictionaries in decoding skills and resulted that the introductory role of dictionary is to look up spelling of words and their meanings during writing. He also mentioned that when users were busy in writing skills, they used example and definition very often.

2.6 Pedagogical Significance of Monolingual Dictionary

Wingate (2002) stated that in the 1970's, it was widespread opinion that lexis should only be decoded by contextual suggestions and ideas. Although in the 1980's, the trend of learning and teaching vocabulary increased by building a great consciousness of the fact that assuming the meanings of word from background is not possible for users as the dictionary had an important role in the learning of a language. The discussion was to design appropriate type of dictionary for learners and there were many teachers of language who preferred monolingual dictionary over the bilingual dictionary.

Piotrowski maintained, “Monolingual dictionaries are compulsory within the structure of all direct methodologies, which equate target language acquisition by considering and perceiving in the target language”.

Piotrowski also highlighted that there was no psycholinguistic proof which favoured or foreboded the use of monolingual and/or bilingual dictionary. It was considered that consulting monolingual dictionaries improve and speed up the process of learning. The definitions given in the monolingual dictionaries support the users in developing the skills to understand and describe an important ability when the users’ vocabulary is limited. It is also pertinent to illustrate that being total dependent on bilingual dictionaries reduces the level of expertise in target language.

Bejoint and Malin (1987) described that monolingual dictionaries provide information to the learners about system of lexicon of second language, while the bilingual dictionaries are appropriate for instant looking up. It is admitted that monolingual dictionaries provide complete knowledge regarding the category of grammar, description of idiomatic expression, collocation and semantics and stylistics. They also provide the accurate pronunciations of words of the language.

Snell Hornby explained the merits of monolingual dictionaries for learners of advanced level. He maintained, “Experiences in teaching translation and language at advance level depict that user can comprehend a target language text in a better way if the unfamiliar words are explained to him in native language system and user’s contextual sense should not find the similar meaning words from target language as their meanings on most occasions are different and not sufficient enough”.

Wingate (2002) explained the theory of psycholinguistics which purports the superiority for the use of monolingual dictionaries. Crac and Tulving (1975) further explained this theory and stated that all knowledge, which we gained through in-depth mental processing, will remain secure for a long time. It is said in relation to vocabulary that greater concentration and cognitive endeavor is required for comprehending the meaning of the lexicon. If this happens, it would be retained for a long time. In connection to the dictionary use, it is clearly the monolingual dictionaries that impose more cognitive endeavor to comprehend the meaning of the words in comparison to the bilingual dictionary which only expounds the words’ translation.

The above stated facts regarding linguistic and lexicographic proofs state that in language teaching and learning, dictionary is a vital element for the users. A monolingual dictionary for the users of advanced level of English, in this background, is indispensable to fulfil the requirements of the users.

The debate and argumentation throws light on the importance of usage of dictionary in building vocabulary. The role of dictionary cannot be ignored in encoding and decoding of the language. Monolingual dictionaries are pivotal as they involve a great cognitive endeavour and subsequently prove more effective in encoding, decoding and learning a language.

2.7 Work already done

Barnhart's (1962) work is a basic research task in the field of learner-centered lexicography. He stated that all the answers of the questions of learners about language would be given through the dictionary and the dictionary which would be able to give the answers of all the questions of users about language will have a great market. One hundred and eight question papers were distributed among the English language professors in the ninety-nine selected colleges of United States of America. The main focus of survey was to understand the importance of knowledge which is present in the dictionaries used in colleges of USA.

The teachers were questioned about 6 kinds of information relating to the utility of dictionaries. These were arranged as meanings, spellings, pronunciations, synonyms, notes on usages and knowledge about the etymology of the lexicons. According to this survey, 'meaning, spelling, and pronunciation' were considered as more checked information by the users. The information about synonym and note on use were less consulted than above mentioned information and the knowledge about etymology of words was considered less important.

The findings of the study pinpointed that the main difficulty in spellings was identification of derivatives because the learner did not know the word root. While giving critical comments on learners-based studies, Hartmann (1987) stated that participants of this survey were less in numbers. Another criticism on Barnhart's findings was that it was taken from indirect elicitation of the learners. The results were not taken by watching the

participants directly. Barnhart's work has great importance apart from all the criticism. Although the study was carried out forty years ago, but the most important contribution of the study was that it gave a new thought and line of action in compilation of dictionaries. Nesi (2000) declared that work is very important as the findings of this research was reliable and supported by other researches. The critical comments on the research helped the researcher to arrange a large group of users as participants and they started collecting data directly from learners.

Quirk's (1975) work is considered another important contribution in the area of lexicographical research. Quirk's research was a pioneer educational research in UK that assessed the attitudes of users of dictionaries (Hartmann, 1987). This study focused the learners of a language in a given community. He did his research on two hundred and twenty users of dictionary that were not graduate. This research was survey research and data was collected through questionnaire. There were thirty questions in this questionnaire which focused on the different elements of dictionaries that were used by the users. These different elements included possession of dictionaries, purposes and frequencies of the usage of dictionaries and problems about use of dictionaries.

This survey declared that seventy-one percent of the users took help from their dictionaries almost one time in one month and initially they checked the meanings of the words and also checked the synonym and antonym of the words. The conclusion of research showed that the meanings and spellings were most looked up part of knowledge. On the conclusion of his survey, Quirk resulted that compilers of dictionaries and users of the dictionaries did not match in case of priority.

Tomaszczyk (1979) is considered the pioneer to research on the needs of non-native users of dictionaries. The important aim of this work was to gather knowledge about better dictionary production because he had observed that non-native users were not satisfied about dictionaries. He claimed, "The research was carried out in hope that investigating the methods by which language learners use dictionaries and their behaviours and hopes that the dictionary usage would give them more information regarding why learners depend on dictionaries and would help them to highlight solution of the issue for dictionary compilers, these solution would help the users which felt that

dictionaries were not fulfilling their requirements and provided dictionary compiler some ideas, by which they can be able to compile better dictionaries". This work was comprehensive and overlaid research on different elements of the dictionary.

Tomaszezyk's (1979) questionnaires contained 57 items about history of person and language, modern language usage, usage of dictionary and assessment of the information which is provided in the dictionaries.

In his work, assessment was given that bilingual dictionary was used to translate. L2-L1 dictionary was admired by users than L1-L2 dictionary. According to final assessment, monolingual target language dictionary was found less important than monolingual L1 dictionary.

Baxter (1980) gathered information from three hundred forty-two users to assess the importance of monolingual dictionary in contrast with bilingual dictionary. Users of this research were from universities of Japan. Questionnaires were the source to collect the information which were distributed among the students of 3 Japanese universities. The main purpose of survey was to get evaluation about dictionaries ownership.

In Tomaszeyk's research, the usage of monolingual dictionaries was considered as less frequent than the usage of bilingual dictionary. Monolingual dictionaries were criticized by users on different basis. In this research, Baxter did not indicate the kind of monolingual dictionary that is used by the users. Therefore, Baxter maintained that the users feel comfort with using the bilingual dictionary because it was easy to use than other type of dictionary.

Bejoint's (1981) research is an influencer in area of learner-centered lexicography. This research is most visited and great survey in the field of lexicography. According to Bejoint (1981), this research is due to Tomaszeyk's saying (1979) that "the need of the popular commercial dictionary user had been neglected and explored the unfamiliar area of the learners, reference skills and habit". Bejoint administered the questionnaires having twenty-one questions to one hundred twenty-two French learners of English language at Lyon University. The respondents were university students. This questionnaire covered different items on usage of dictionaries like dictionaries' ownership, typology, reason for selecting specific dictionaries, preferences in use of

dictionary, frequencies of usage, information looked up, context of use of dictionaries, attitude toward dictionary and problem in use of dictionaries.

This study showed that ninety six percent of users have monolingual dictionaries i.e. 'OALD, DOCE, COD' etc. Eighty five percent of the students had selected their dictionaries because their teachers had recommended it to them. Eighty seven percent of students checked only meanings of words and only twenty five percent students looked up spellings and pronunciations and very few students checked about etymology of words. It was maintained that the selection and use of dictionary vary according to levels of student and age of students. Learners were more comfortable with the dictionary which they used regularly. The dictionary which had more vocabulary items was more fruitful.

Bejoints also observed that dictionary was mostly used for decoding purposes. Nesi declared that there was one problem to inquire the questions from the participants. She explained that some questions demanded more power of critical analysis and recalling ability and it was expected that they will provide complete answers using their memory regarding their look up habits. Actually most of the learners were unable to remember their last dictionary consultation. It was expected from them to give critical judgments on the dictionaries used by them. When the results of Bejoint's work were compared with the results of survey carried out by Baxter and Tomaszezky regarding bilingual dictionaries, it was reflected that it was difficult to compare both as latter was a limited work that analyzed monolingual dictionaries only. Bejoint's work is very helpful in the present study as it focuses many problems of interest for both dictionary compilers as well as language teachers.

Nesi (1984) researched to check the reasons of users' mistakes which were due to the use of 'the Oxford Advanced Learner's Dictionary (OALD)'. In this research, Nesi adopted the approach of error analysis of lexicon and these errors were collected by different means. This research shocked the compilers and producer of these dictionaries.

This research showed that the reference work was not providing the enough information to the learners according to their requirements. Nesi declared a dictionary should be able to provide all the information about language and its cultural background to the users of dictionary.

Khurma (1985) tried to address the reference needs of two hundred eighty four majors studying at Kuwait University. Two kinds of questionnaire were distributed. First questionnaire was to be filled with the help of monolingual dictionaries and the second questionnaire with the use of bilingual dictionaries. Small scale tests were also conducted. It was observed that participants used dictionaries mainly for reading (88%) and writing (80%). Results showed that meaning was most searched then spelling, derivates, grammar, synonym and pronunciation. 90% of the users were not pleased with the information which were given in the monolingual dictionaries. 84% participants were dissatisfied by missing words and 79% by missing meanings. Khurma summarized that there was a need of dictionaries containing both the features of bilingual and monolingual dictionaries.

Griffe's research (1985) was a survey on ESL students of Southern Illinois University. The important aim of this research was the development of skill unit about dictionary. In the questionnaire, there were ten elements that were given to one hundred twenty-eight subjects who belonged to different environment. They were divided into four groups, from the group of beginners to the group of advanced learners. The questions were asked regarding the dictionaries and their types, kind of dictionaries they had and how frequently they used them.

The findings of the research explained that there was lack of awareness among the subjects regarding dictionary use. It showed that in the class room, dictionary was not used by the students. They used dictionary at home. The result also depicted that advance level students felt ashamed in getting assistance from dictionary. The study also showed that a large number of respondents did not take interest in using dictionaries' front matter and back matter. Learners appreciated Griffin's project as they were willing to know the issues of dictionaries skill teaching.

Griffen described that "This lesson was considered unnecessary by the few learners; because they showed that they know the use of dictionaries. But during the exercise, the complication of dictionaries and use was acknowledged by some learners"

My view is that the research of Griffin will be useful in the present research as it enhances different aspect about the attitude of learner and the relationship between the users and the dictionaries.

Kipfer (1985) observed the effect of teaching and learning dictionaries' skill on the behaviours and the requirements of the students at the level of intermediate. During 1983-84, the questionnaires were distributed among two hundred ninety-two American high school learners. The collection of the information on different ways of dictionary usage was the main purpose of this research. After the administering the questionnaire, three tests were conducted by her which were based on writing, reference and the students' skills relating to the lexicons.

Kipfer observed that subjects used dictionaries inappropriately after learning skills regarding dictionary usage. She declared that subjects were not consulting the dictionaries to avoid looking illiterate in this regard. Meanings, spelling and occasionally pronunciations were mostly searched by the students. Kipfer used an outer approach to accumulate the data from the learners. She gave time of three days to complete the questionnaire at home because school did not give permission to her to a test on wider level (Kipfer 1985). Outer approach and the acceptability of the results concluded by her were severely criticized. In this study, the data has been collected in the presence of the researcher to avoid outsider approach. The presence of researcher helped in collecting reliable data from the learner.

Iqbal (1987) analyzed the learners relating to dictionary use through a different method. He observed the dictionaries according to the needs of the users in the context of Pakistan. The important purpose of his research was to find the learners' needs of language and reference skills at Pakistani advanced level of education. Fifty four questions were included in the questionnaire which were arranged to get the information about usage of dictionary, reference skill, requirement and analysis of available semantic and phonetic data in the dictionaries.

Learners were selected randomly from four provinces of Pakistan. They were seven hundred second year students. In this study B.Sc. students were not included by Iqbal because their syllabus was more tilted towards sciences and not the English language (1987). Iqbal used following four learner dictionaries of English language:

Longman Dictionary of Contemporary English (LDCE)

The Oxford Advanced Learner Dictionary (OALD)

Chamber's Universal Learner's Dictionary (CULD)

Collin English Dictionary (CED)

The main objective of the research was to evaluate the effectiveness of these dictionaries in fulfilling the requirement of Pakistani students. The results of the study depicted that most of Pakistani students were unable to use monolingual English dictionaries and the Oxford Advanced Learners' Dictionary is reported as widely used dictionary in comparison to other dictionaries. A large number of the users agreed strongly that there was no proper training or guidance at the institutions about the usage of dictionaries. At the level of the school, they were not even taught about dictionary use. They were not taught about reference skills. Most of the students used a dictionary to find out meanings of the words and to enquire spellings and pronunciation of the words. Iqbal gave the idea that design features of the dictionary should be kept in mind for designing a dictionary for Pakistani Advanced Learners. The questionnaire was formed and distributed for collecting data and it presented a complete analysis of all elements which made this work extraordinary asset in research of the dictionary usage. The research of Iqbal and his methodology would be valuable for the present work as the context and field of the study relates to the present work.

The research work by Battenburg (1991) was also questionnaire based. In 1984, he did a survey at Ohio University and accumulated information from sixty nonnative speakers. The subjects were classified into three groups: elementary speakers, intermediate speakers and advanced speakers. These subjects belonged to seven diverse language backgrounds but most of them were Chinese and Arabic speech communities. Battenburg analyzed that the different background of participants had no effect on their attitude and method of using dictionaries. The research showed that most of the respondents owned bilingual dictionaries. Only a small number of the participants had native speaker dictionaries.

Battenburg suggested that the use of the dictionary and ownership were correlated. Elementary level students possessed bilingual dictionaries and the monolingual dictionaries were in use of advanced level students. All students took interest in finding definitions of the words and showed no interest in origin or etymology of the words. The questionnaire used by Battenburg did not contain any question regarding unsuccessful look-up during the dictionary use and it was shorter than the

Bejoint's questionnaire. The idea to divide subjects into three groups according to their proficiency level by Battenburg was a good idea but the results showed that these groups did not represent a true language learning. The results of Battenburg were similar to the Tomaszcyk and Bejoint when he inquired the subjects to propose the ways to enhance the usefulness the existing dictionaries.

El-Badry (1990) researched on the general use of bilingual English Arabic dictionaries. The goal of this research was to design a new dictionary. He used a questionnaire that contained thirty questions as a tool of the study. He sent his research questionnaire to nine hundred fifty-five learners at different research institutes and universities. On receiving four hundred ninety-three copies, El-Badry was of the view that English Arabic dictionaries were more in use of the students than monolingual dictionaries. The result indicated that 95% of the learners expressed that they used dictionaries. The 24 % of the respondents used Oxford Advanced Learner Dictionary. Dictionary is used mainly to find out the meaning followed by finding the correct spelling and to know the accurate usage and pronunciation of the category. The work of El-Badry focused on the specific purpose of design feature of general purpose dictionaries. It was a questionnaire-based research of various aspects of the dictionaries' usage and the users of the different dictionaries.

Diab (1990) assessed the use of dictionary among nurses of Jordan. Questionnaires were distributed among four hundred fifty users of dictionaries for collection of data. The questionnaires were arranged to gather the knowledge of need, strategies and behavior of the students about the use of dictionaries. Diab maintained that 80% of nurses got help from English-Arabic bilingual dictionaries to comprehend the text of English writing.

Hausmann (1990) described the important elements of French monolingual user's dictionaries which is used in class. These features are 'collocations, figurative usages, visual aids, synonym and antonym, and stress on context'.

This research gives various information about important design features of monolingual English dictionaries. The trends of design feature of monolingual dictionaries for users are related to the native speakers. This research gives a great strength to the idea of designing features of monolingual users' dictionaries which relate

to the pedagogy. This research also provided help to the advance users of English language.

Cowie's (1992) research is about the important design features of monolingual dictionaries of Italian language. In his research, he described clear and comprehensive examples by the lexicographers in the entry, collocation confined to 2 or 3 phrases and the uses of terminological table and explanations of illustration.

In his study, he has described various aspects of dictionaries' design and usage. Cowie (1989) conducted a research and in this study he checked the designs of dictionaries' entry. In this research he described that how meanings of words can be explained in a better way through various examples. He described how syntax has its role in dictionaries, the importance of cohesion along with examples of sentences and the significance of syntax and cohesion for the achievements of users. According to Dolezal & McCreary (1999) this study is about design features of monolingual dictionaries for users of source language.

Li (1998) concluded on the questionnaire results regarding dictionary use. The users that were under observation were one hundred and ten university teachers and six hundred ninety-one students of the Chinese university. All the respondents used bilingual dictionaries. Respondents used English Chinese dictionaries for understanding but less than half participants used Chinese English dictionaries.

Li also explained that a translation text was taken by questionnaire and this test supported results of Tono's work that dictionary use play a pivotal role in correct translation. This idea of inclusion of training teachers in skills of dictionary use is a great helpful for the present study.

Al-Ajmi (2001) examined the possible links of English Arabic dictionaries' structural features and mistakes committed by Arabic speaking English language learners in Kuwait. Findings of his work showed that success rates go down when polysemous words are looked up.

Nesi and Hail (2002) examined the receptive habits of dictionaries usage of learners of EFL which were learning at British Universities under some natural methods for collection of data. They came up with the results that most of the words were checked successfully, although 50% of the participants were not successful in consulting one out

of five dictionaries. They were unable to check right word to get the appropriate contextual meaning. It happened due to poor strategies of dictionaries usage to adjust definitions contextually. No participant accepted that they had problems in dictionary use.

Laufer and Levitzky-Aviad (2006) analyzed the linguistic material and dictionary structure vis-à-vis its benefits for the users. They compiled an improved dictionary specially designed for utterances in foreign language. The usefulness of the bilingual dictionary plus (L1-L2-L2) was looked up for a task in which English translation of the first language Hebrew were checked and later choices were given regarding its use and option of translation. The translation marks were observed which were produced by using dictionaries of four kinds. These dictionaries are as under:

1. A Conventional Bilingual Dictionary.
2. A Bilingual Dictionary.
3. Bilingual Dictionary plus its Paper Version and
4. Bilingual Dictionary plus its Electronic Version.

Findings of the work highlighted that bilingual dictionaries have superiority over others. Research reinforced and purported the popular claim that a special dictionary for utterance and production in foreign language should be compiled. Results gave helpful views to improve the encoding dictionaries design features. There is no research found in Pakistani context on use of bilingual and monolingual dictionaries. The reason behind this disinterest is the awareness of the researcher regarding lexicography, non-professional behaviour of dictionary compilers towards dictionary compilation and standardization of materials. We find a research in this area scarcely and that is a big gap; the present research is undertaken to fill the gap.

Boonmoh (2009) inquired the use of electronic dictionaries by teachers of different languages. Questionnaire was used for getting information regarding views of teachers for the use of electronic dictionaries of pocket size. The results of the work concluded that language teacher's attitude effected the choice of learners and use of dictionaries in and outside of the classroom. The methodology used in this research proved fruitful for the betterment of the research proposing the new field of work.

Ahmad (2010) conducted a research on the development of the monolingual Urdu lexicography. The aim of this research was to check the developments in micro and macro structure of four important kinds of dictionaries of Urdu language. These types are general purpose, pedagogical, LSP, and historical dictionaries.

This study has been conducted to search out any development in structural features of reference works. Four kinds of reference works have been examined and analyzed with the help of check lists. The researcher employed documentary analysis to conduct this qualitative sort of study. This research was conducted on the monolingual dictionaries of Urdu. This model of analysis has been used in the present research for the analysis of English dictionaries published in Pakistan.

2.5 Literature Review of Corpus-based Literature

The review of corpus-based literature is twofold. The first fold generally analyzes the corpus literature and the researches related in Urdu corpus are included in second fold. The collection of linguistic data either in written text or in recoded speeches are included in corpus. The verification of the hypotheses about language is the important aim of the corpus, for example the determination about the use of any specific sound, words and construction variation about syntactic. The principle and practices of corpora usage in language study is dealt in corpus linguistic. A large body of machine-readable text is considered as computer corpus.

According to Crystal & David (1992) “the language corpora available on low cost, sometimes absolutely free”. Sinclair (1997) stated that “the likely impact on language teaching will be profound indeed the whole shape of linguistics may alter at speed”. This opinion explains that “corpora do not necessarily to be electronic”. Through the centuries, the corpus is not electronic and particularly in biblical researches and following “pre-electronic” corpus was used for:

- From the 18th century, the biblical and literary researches, based on manual production of concordance of content lexicons,
- Lexicographic investigation to give literary examples for dictionary like English language dictionary and the English dictionary of Oxford University Press,
- In the 19th century, dialect study describes lexical variation,

- Target language education innovates like as the study of Thorndike in the 1920s,
- Grammatical inquiries, like as in U.S one by Fries and currently Quirk's work on "English Usage Corpus". (Horvath, 2002)

Francis and Kucera has designed first ever electronic readable corpus in 1961 which was published in 1964. The collection of text from non-fiction text and fiction text was focused by that corpus. The wide range of American written English had been represented by Brown Corpus. Extra information as origin of every sample text and line numbering is included also.

Johansson, Leech and Goodluck have presented the second corpus which was the Lancaster-Oslo/Bergen corpus. British English had been presented by this corpus in opposition to the Brown Corpus. According to Johansson, Leech & Goodluck (1978) "this was joint work of university of Oslo, Bergen and Lancaster based Centre for Norwegian Humanities Computing participating. The corpora and schedule were available by ICAME, the international Computer Archive of Modern English.

The development of LLC has been presented in Sweden. The SEU corpora were the base of this research. This was the pioneer corpus in which spoken evidence was used. According to Horvath (2000) however, it was not viewed at satisfactory as far as its representativeness is mentioned, a trend has been set to include spoken data in corpus.

The main COBUILD corpora have seven billion lexicons, the largest group of spoken and written English language collection on computer has been presented in the Bank of English. Its pivotal features and aims are to help the users with actual English by enabling "applied linguist" to make researches into existing languages basically for language education. The more important role of the corpora project has done to the developments of learner's dictionary has been more effecting result.

According to Hovarth (2000) the new approaches have been to dictionary compiling by the combine effort of "Collins Publishers and the English Department of Birmingham". The Bank of English carried to progress in all relating works: in the way corpora evidences are incorporated in learner dictionary, in study guide and currently specific series of accordance sampler, in the applied of lexical access to grammar and in the area of making of corpora theoretically and technically. According to Sinclair (1991)

the corpora are still developing and many lexicons have been included to make it ultra-modern and relate to the original English.

Horvath (2000) stated that the BNC highlighted such commercial, academic and public entries as the “British Library Chambers Harrap, Lancaster University’s Unit for Computer Research in the English Language, Oxford University Press, Longman, and Oxford University Computer Service”. 90% percent of the content was written sample and only 10 percent was spoken samples, 100 million lexicons were used in more than 6 million sentences. Burnard (1996) stated that one of its texts was confine 40 thousand lexicons. Aston (1996, 1997) evaluated the utility of BNC for advanced FL students of Italy, and how linguistic inquiries have been conducted by them. Aston reported that by approaching and learning this corpora,

The EMILLE project (2004) was created to establish 67 million lexicons corpora for Language of South Asian. Some problems regarding to the gathering and creation of corpus of South Asian Languages were dealt in that project. That project had: to establish “corpus of South Asian Languages”, the development the “GATE LE” architectures and development of “LE” tool. The project contained of three ingredients: “parallel, annotated and monolingual” corpora. Seven languages of monolingual corpora were included in it. “Bengali, Hindi, Tamil, Sinhala, Urdu, Punjabi and Gujrati” were those languages. Almost 58,800,00 lexicons were included in the EMILLE monolingual corpus.

Becker and Riaz (2002) carried out a study, which had a purpose to arrange the Urdu language into Unicode characters set, in its local language (Arabic) and ordering it regarding the Corpus Encoding Standard (CES). In English, the tag and meta data were included. BBC, Urdu website was the source from which complete corpus data was taken. For the use of natural language process, the corpus data marked up on paragraphs level. Becker et al (2003) explained few of the problems of gathering corpus data of South Asian Language. The problems were regarding the gathering written corpus, parallel corpus and spoken corpus with specific references to “EMILLE project”. The requirement to work on South Asian language for the development of the present corpus and for creation of new ones were suggested by author.

Anwer et al (2006) conducted a research, aimed at few discipline of process in corporal studies of Urdu language. This research has important significance in natural process of Urdu language. The research mentioned a review of the studies done in Urdu language processing and suggested that there is requirement to improve and establish the programmer for examining Urdu language on the base of European languages are examined. The findings of this study would be great help in enhancing the procedure of natural processing as far as collecting the data of Urdu language.

Hussain and Ijaz (2008) conducted a research which highlighted the problems and question the orthographical aspects of Urdu language regarding the development of corpora. The author suggested development about the Urdu language. There are multiple studies available on structure of monolingual dictionaries of English, Urdu and other languages but no study is available on structural development of the features of dictionaries of Pakistani English, which are published in Pakistan. Hence, here lies the gap of my study.

CHAPTER 3

RESEARCH METHODOLOGY

Research methodology of the present work is discussed in this chapter. Population of research, sample of the study, collection of data and data collection tool is described in detail. This chapter determines the checklists for monolingual dictionaries of Pakistani English which is tool for evaluation of dictionaries to search out the structural development in reference work.

3.1 Introduction

This research is qualitative research. According to Taylor, Sinha & Ghoshal (2006) verbal data is dealt in qualitative method. Neuman (1997) stated that numerical data is dealt in quantitative methods and words, sentences and paragraphs are considered as verbal data. Since the research involved dictionary, it is verbal data in shape of words, sentences and in paragraphs, the present study is qualitative in nature. Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small, and respondents are selected to fulfil a given quota. The present research is qualitative as it explores the developments in structure of dictionary which is a document. Furthermore, it is a descriptive research and uses qualitative data collection method. The sample size is small and the research provides base for quantification of the results. The approach of documentary analysis was implied for verbal data.

According to Punch (1998) few researches might depend wholly on verbal data and this research is one of this kind. English monolingual dictionaries available in Pakistan are primary source of data. The secondary source of data is the research works conducted on monolingual English dictionaries. Different institutes, libraries and

publishing agencies have been visited for data collection about English monolingual dictionaries.

Checklist is considered as research tool to analyze the data. Checklists are taken from different sources, conclusion of study of lexicographers and researchers, dictionaries' features mentioned by author of dictionaries and research books and structural features of dictionaries. So, the qualitative data is used in this research and analysis of documents is used as research approach. A comprehensive survey of the publishers and libraries is conducted to find out the dictionaries under study for analysis.

3.2 Data Collection

According to O'Leary (2004) entire members of a mentioned class of people, events and objects are considered as a population and sample is taken from this (Richie & Lewis 2003)

Population of the research is as under:

- Monolingual general purpose dictionaries of Pakistani English
- Monolingual LSP dictionaries of Pakistani English
- Monolingual pedagogical dictionaries of Pakistani English
- Monolingual historical dictionaries of Pakistani English
- Bilingualized English dictionaries of Pakistani English

3.3 Sample

Sample has a great importance in research. The accuracy of findings in quantitative research is determined by selection of sample but this is not entirely applied in qualitative study where things are not quantified by the researchers, so non-probability design of samples are used in qualitative research (Kumar, 2005).

According to Ritchie and Lewis (2003) non-probability samples are used in qualitative research where unit is deliberately taken to reflect specific features. This research is also a qualitative research, so in this study sample is taken through non-probability design.

Monolingual and bilingualized dictionaries of Pakistani English are taken as the sample of the present study.

3.4 Data

The data of the present study is dictionaries published in Pakistan. For data collection, an extensive survey was undertaken to find out relevant dictionaries. The researcher visited multiple cities to find out the required English dictionaries. In this search, following libraries and publishers were visited and the dictionaries under the studies were found out:

Library of education university Lahore, Multan campus

- Library of National University of Modern languages Islamabad, Multan campus
- Library of Allama Iqbal Open University, Multan campus
- Library of Bahaudin Zakariya University Multan
- Library of COMSAT University, Vehari campus
- Oxford Press Agency, Urdu Bazar Lahore
- Azhar Publisher, Urdu Bazar Lahore
- Kitabistan Publisher Co, Urdu Bazar Lahore
- Sartaj Publisher, Urdu Bazar Lahore
- M.K Publisher, Urdu Bazar Lahore
- Different Old Books Shops, Urdu Bazar Lahore
- Different Old Books Shops, Multan

3.4.1 Limitation in Data Collection

This study was undertaken to find out the developments the structure of monolingual English dictionaries published in Pakistan. Mostly monolingual English dictionaries which are published in Pakistan are not available. Many English monolingual dictionaries are not available, researchers of the dictionaries only mentioned them in their works. Only two monolingual dictionaries of English were found out during the extensive search of these dictionaries. For this reason, two bilingualized dictionaries were also included in the sample and only English to English part was taken into consideration.

During the data collection, many institutes did not give the permission to visit the dictionaries which are antique. This thing created a great problem in data collection. Instead of all these hazards, the researcher has succeeded to get some English dictionaries which are published in Pakistan.

3.5 Research Design

Neuman (1997) claimed that simple and clear techniques are used in historical comparative method of qualitative research. He further described following steps for research.

- a. Researchers start with the beginning of the study and conceptualize field of study.
- b. Locate and draw vast bibliography about literature and related material.
- c. Manage to gather related evidences about research questions.
- d. Appropriate evidences are gathered and new sources are found and organized.
- e. Evidences are synthesized and themes are found and discussed.
- f. Report is written.

Historical comparative design for qualitative work is used in the present study. Researcher studied the related literature to search the evidence in the history for dictionaries' compilation and research on dictionaries. A bibliography of Pakistani English dictionaries compiled and used in Pakistan is made by the researcher. He visited different libraries of different institutes to gather data from dictionaries of Pakistani English. A checklist is also created by the researcher to evaluate the structural features of monolingual English dictionaries.

The researcher has followed following steps in carrying out the present research:

1. Firstly, a survey is carries out to draw a bibliography of dictionaries of Pakistani English.
2. Based on survey, an extensive search of dictionaries was undertaken.
3. After the availability of dictionaries, the research tool (c.f. 3.6) was developed.
4. The available dictionaries were analyzed on the basis of research tool and results were drawn. It is calculated whether a certain feature is included in the dictionary or not.

5. Percentages of inclusion of certain features are drawn and the development in structural features is calculated.

3.6 Tool of research

In this work, checklists are considered as tool of research. The aim of this research is to review the structural developments of English dictionaries of Pakistani English.

According to Jackson (2002) dictionaries' reviewing is different from reviewing of other books. It is very difficult for the researcher to read the entire text of dictionaries. Reviewers of dictionaries must search other ways, like sample or check list of different items and investigation of different features. So, for the evaluation of dictionary, checklist is a great research tool.

According to Nakamoto (1994) to review learner dictionaries, checklist is based on "quality, quantity and method of presentation of information" which are present in dictionaries. Bogaards (1996) also defined criteria (checklist) to review a dictionary. It is evident that researchers review the dictionaries on the basis of checklists, which is a suitable method to review the dictionaries (Jackson, 2002).

In the light of the above discussion, it was decided to use checklists as a tool of research in the present study. The works of Hausmann and Wiegand (1989), Hartmann (1983, 2001), Bergenholtz & Trap (1995), Bowker (2003), Jackson (2002), Landau (2001), Bejoint (2000) and Ahmad (2009) were considered as guideline to select checklists for analysis of the information in the dictionaries in this study. The present checklist is developed in the light of the checklists used by these researchers and lexicographers.

The checklists to evaluate the structural development in dictionaries of Pakistani English will be as under:

3.6.1 Megastructure

Megastructure is the sum of outside matters and macrostructures. The combination of outside matters and macrostructures create mega structure (Hartmann, 2001). According to Nurnberg & Krestova (2005) that

macrostructures and outside matters are included in megastructure. It is entire architecture of the dictionaries (Tono, 2009).

Front matter, back matter and middle matter are included in outside matters. The macrostructure, front, middle and back matter are the features of megastructure which are discussed as under:

3.6.2 Front matter

The components of macrostructure of dictionaries which precede the central wordlist section are considered as front matter (Hartmann & James, 1998). The component of front matter are followings:

a. Contents

Every dictionary has a content list to facilitate the users. Through this list one can easily get required information. This is first basic component of dictionaries (Bergenholtz & Trap, 1995)

b. Preface or Introduction

Compiler of dictionary usually writes the preface of the dictionary. The information relating to the “scope, purpose, application and function of dictionary” are included in it (Bergenholtz & Trap, 1995). Sometimes introduction takes place of the preface.

c. User’s Guide

Dictionaries have a user’s guide to help the user for the ease of the users of the dictionary. It completely guides to the user about an entry. User guide has also comprehensive example for explanation. According to Hartmann (2001) “it is working method of the dictionaries”. It might be one page or lengthy one (Jackson 2002).

a. List of abbreviation

A dictionary usually uses abbreviation for mentioning categories of information against each entry in the list of headwords. Due to this, front matter should have a list of abbreviations for the guidance of users (Jackson, 2002).

b. Pronunciation symbols

Different system of pronunciation of the headword are used in dictionaries. According to Jackson (2002) a dictionary must have a system of transcription for explanation of pronunciation.

c. Encyclopedic note

Bergenholtz & Trap (1995) mention that encyclopedic information should be present in front or back matter and usually user guide is followed by it. According to user knowledge and level, the information should be present in dictionary. According to Jackson (2002) “it is an essay on relevant topic”.

3.6.2 Macrostructure/ Word list

According to Hartmann and James (1998) the entire list structure is included in macrostructure which allows the compilers or learners of dictionary to get information from it. Jackson (2002) considered the “front matter, body and appendices” as three part of macrostructure. “Front matter, middle matter, back matter and list of headwords” are included in it (Hartmann 2001).

According to Hausmann and Wiegand (1989), arranged list of lemma is considered as wordlist. According to Nielson (1994), outside matter and list of lemmata are considered as lexicographic macrostructure. Hausmann and Wiegand (1989) and Hartmann (2001) will be considered to describe macrostructure in the present research.

Hartmann and James (1998) considered the basic order in which entries in dictionaries and other reference works are sequenced, as a word list. Alphabetic and arranged structures to arrange of entries in macrostructure have been discussed by Bergenholtz & Trap (1995), Bowker (2003) and Hartmann (1983). A set of alphabets is present in every language which is in a strict order. Alphabetic order is followed by alphabetic list through which users get easy approach to the words of any language. According to Hartmann (2001) a thematic arrangement by topics in a logical sequence is the base of systematic structure. It shows that the order of headwords can alphabetic or thematic. The present study will utilize alphabetic order for the analysis of the dictionaries.

3.6.3 Middle Matter

According to Hartmann and James (1998), the components of the dictionaries' macrostructure which may be inserted into the central word list section without forming a constituent part of it are the parts of middle matter.

3.6.4 Back Matter

According to Hartmann and James (1998), the components of dictionaries' macrostructure which are located between the central word list section and at the end of the work are the part of back matter of dictionaries. These are as under:

a) Index

Users are guided about the location of information in the dictionary through the index which is given in the end of dictionary. According to Bergenholtz and Trap (1995), it is usually based on "catch words which are alphabetized"

b) Appendices

Appendices are the additional knowledge which helps in explanation of subjects, structures and purposes of the dictionaries. Bergenholtz and Trap (1995) stated that the appendices are generally present at the end of the dictionaries.

According to Jackson (2002) and Hartmann & James (1998), names of person and places, weight and measure, military ranks, chemical element, alphabetic and numerical symbol, musical notation, quotation, proverb and other knowledge like that are included in appendices.

c) Information labels

Bergenholtz and Trap (1995) stated that information label gives summaries of the features of the dictionaries which is placed at the back cover of dictionaries.

3.6.5 Microstructure

According to Bergenholtz and Trap (1995), information addressed to the lemma is considered as microstructure. They further described that "grammar, words, combinations, synonym, antonym, linguistic labeling, pronunciation, example and illustration" are including in microstructure. On the basis of checklist mentioned

in 3.6, following features are added in the present checklist for the analysis of microstructure:

a) Headword

Headword is a unit in the list of words in the dictionaries, it is also called lemma. According to Hartmann (2001) it is “usually typographically marked in bold”.

b) Spelling

Spelling is arranged in alphabetic order and could not avoid from dictionary. According to Jackson (2002) headwords are considered as standard spelling and variations are included also.

c) Pronunciation

Generally, after the headwords, pronunciations are given. These are given between brackets () or between //. A specific system to describe pronunciations is employed in every dictionary and front matter discusses about it.

According to Landau (2001) native speakers favour the system of pronunciation.

d) Inflection

There are regular and irregular inflections in the dictionaries. Through the same entry, regular inflections are discussed but an individual entry in the list of words is needed to discuss irregular inflection.

e) Word Class

According to Landau (2001), second language learners need more grammatical information than the native speakers. It demonstrates that the information about the grammar of words is needed by both type of learners.

Jackson (2002) stated that the abbreviations are used to mention the class of headwords in the list of headwords like n for noun.

f) Senses

According to Jackson (2002), there are many meanings of one word, these are called senses of word. These senses are numbered and meanings are explained. New word class is also indicated.

g) Definitions

Elaboration of meanings of the headword is the basic aim of the dictionaries. The definition has a priority and it must be clear complete and accurate (Hartmann 1983). Two principles are given by Jackson (2002) that the definition must be simple when compared to the headword and must not be circular.

h) Examples

Bergenholtz and Trap (1995) stated that the use of words according to the context is called examples in the lexicography. Examples, in the definition of headwords, are provided by monolingual dictionaries. The concept is understood comprehensively by the users through these examples.

i) Usage

Landau (2001) stated that all spoken and written uses of language is considered as usage. Senses of words are changed in different contexts; usage label is used for this purpose.

Jackson (2002) mentions many usage labels for general dictionary. According to him, geographical restrictions will be explained through dialect labels. There are formal and informal labels based on formality; according to their uses they are slangs or taboos; according to their effect on users, they are pejorative, derogatory and humorous; according to their history and recently uses in language they are dated, historical and archaic and they might be describing particular area of information like biology.

j) Cross Reference

According to Hartmann and James (1998), a words or symbols in a dictionary to facilitate easy approach to related knowledge are considered as cross reference.

k) Illustration

Hartmann and James (1998) described that illustrations help to clarify the concept in the definition which are in form of drawing, diagram, photograph or verbal example. According to Zgusta (1971), the important purpose for inducting illustration is to clear the “unknown and unusual” (cited in Landau, 2001).

l) **Run-ons**

According to Hartmann and James (1998) words or phrases which have not headword status but these are shown as a sub entry under related words or phrases are considered as run-on entry. Run-on includes the maxim, idiom, phrasal verb and derivation in the dictionary. Run-on are presented in the dictionary in bold letters (Jackson 2002).

According to Landau (2001) run-ons are the grammar related words and space of dictionary is saved by mentioning them like this.

m) **Etymology**

Hartmann and James stated (1998) that the origin and the history of words in the vocabulary of language is called etymology.

2.6.6 Monolingual General-Purpose Dictionaries

Bejoint (2000) stated that general purpose dictionary is much needed more than other type of the dictionary. Hartmann & James (1998) declared that comprehensive description of entire language is provided by general purpose dictionary. According to Singh (1982) whole language is covered by the general-purpose dictionaries which may be of any size. Different types of people are selected for the target group of these dictionaries. Different people keep these dictionaries for reference and information is included in it less than academic or historical dictionaries while these dictionaries are compiled they consider as developments in the language. Following feature were mentioned, regarding the checklist to examine of monolingual general purpose dictionary.

- Contents
- Preface/introduction
- List of abbreviation
- User's guide
- Pronunciation symbol
- Index
- Encyclopedic notes
- Information labels and

- Appendices

Above mentioned elements of checklist are the important part of the monolingual dictionary.

According to Landau (2001), general purpose has a word list which is arranged according to the canonical form of the words. Homographs are pressed in single entry and homophones are given as a new entry. The definition of polysemous words is collected under individual entry. Variant spellings of different words are included. Jackson (2002) stated that pronunciation of the whole words are included in the dictionary. Pronunciation of some words is missing sometimes but the number of these words is very small. In the same entry, inflections are given but irregular inflection may either be given in the same entry or may be included as single entry. Word classes are described by general purpose dictionaries with their entries.

Jackson (2002) described that these are expressed by the abbreviation, definitions (main or sub) are included, single word equivalent is avoided. General purpose dictionaries have the important elements like examples, cross reference, usage notes, illustration and run-ons. According to Landau (2001) etymology of the word is necessary for these dictionaries.

.....

CHAPTER 4

DATA ANALYSIS

Discussion on developments of dictionaries of Pakistani English has been done in this chapter. Four dictionaries have been taken from different publishers which are published in Pakistan.

The analyses have been done through checklists which are described in previous chapter of research methodology.

4.1 Introduction

According to Bejoint (2000) usually, answer to linguistic questions are provided by general purpose dictionaries. Hartmann and James (1998) stated that language is described by these dictionaries through vocabulary. Language is comprehensively described by general purpose dictionaries. The state of particular language is explained by it.

Writing general purpose monolingual English dictionaries is a very old phenomenon. The progress of lexicography depends upon the progress of language. The data have been collected from four English dictionaries which are published by Pakistani publisher.

4.2 Heinemann primary dictionary (Pakistan edition) printed by M.K printer Lahore

This dictionary has been printed by M.K printers, Lahore Pakistan. This is monolingual dictionary of Pakistani English. This dictionary is specially written and designed for upper primary students.

This dictionary is admired by the compiler in the introduction by saying that it is clear and straightforward because it is comfortable in use by the users. A wide range of words has been chosen for this monolingual dictionary of Pakistani English. The analysis of structures of this dictionary is as under:

Table 4.1
The analysis of Megastructure of Heinemann primary dictionary

Sr. No	Features	Included?
1	Contents	Yes
2	Preface	No
3	User's Guide	Yes
4	Introduction	Yes
5	List of Abbreviation	No
6	Pronunciation Symbol	Yes
7	Encyclopedic Notes	No
8	Index	No
9	Appendices	Yes
10	Middle Matter	No
11	Information Labels	Yes
12	Alphabetical List of Head Words	Yes

Table 4.1 demonstrates that this dictionary has limited features of macrostructure. Preface, list of abbreviation, encyclopedic notes and index are not included in it. Content, user's guide, introduction, pronunciation and list of headwords are provided in this dictionary. Moreover, middle matter is also not included in it. Almost 50% items of checklist about megastructure are present in this dictionary.

Table 4.2
Overall Analysis of Microstructure of Heinemann Primary Dictionary

Sr. No	Features	Included?
1	Spellings	Yes
2	Variant of spellings (if any)	No
3	Pronunciation	Yes
4	Definition (Main Sense)	Yes
5	Definition (Sub Sense)	No
6	Examples	Yes
7	Encyclopedic Information	No
8	Usage Notes	Yes
9	Run-ons	No
10	Word Class	Yes
11	Senses	Yes
12	Cross References	Yes
13	Origin	No
14	Inflection	No
15	Derivation	No

We can see in table 4.2 that microstructure of this dictionary is very limited. Spellings have been given but variant of spellings of different words are not included. Origin of words is given but there is absence of inflection and derivation. Word class, senses and cross references are present in the dictionary but run-ons and encyclopedic information are not provided. Main definitions of words are provided in it but sub definitions are not included in it. This dictionary provides information on 60 % items of the checklist.

4.2.1 Discussion

This dictionary does not offer comprehensive information as the range of features included is very limited and all features of checklist are not exploited. Almost 50% elements of checklist about megastructure are given in it by the

compiler. This dictionary has very simple megastructure. Contents, users' guide and introduction are included in front matter of the dictionary. No preface is given in front matter by the compiler of the dictionary. Pronunciation symbol is included in macrostructure but encyclopedic notes are not given in it. List of abbreviation is not included in the front matter or back matter of the dictionary. Detailed appendices are not given in the back matter of the dictionary. Index is included in the back matter but no middle matter is given. Macrostructure is quite simple. Headwords are arranged alphabetically.

The analysis has revealed that the dictionary offers a very limited, simple and incomplete microstructure. Standard spellings of words are included and pronunciation of these words is given but variant of spellings of any word are not available in it. Examples of almost every word are given in it which can be helpful for the users of dictionary to understand or comprehend the words. Only one example of the usage of one word is given and it can be confusing as one word can be used in different way in different situations. Similar meaning words or synonym is also listed and described in it. Word class and different senses of the word support to understand the word in a better way. These two elements of checklist are included in it. Origin of the words is not given in it but cross reference of the word is included in it. Inflection and derivation of the words are not available in the dictionary. Description of affix and suffix with the headword is not elaborated in it.

Figure 4.1

Heinemann primary dictionary (Pakistan edition) printed by M.K printer Lahore

4.3 GEM Comprehensive English Dictionary by Azhar Publisher Lahore

This dictionary is printed by Azhar Publisher Lahore as Pakistani edition. This thing shows that this dictionary has been published only for Pakistani students. This is a monolingual dictionary. This dictionary is admired by the compiler by saying in the preface that it is best dictionary for those students who want to learn English in a better way. There are many words which give different shades of meaning when used in different situations. While explaining such words, each shade of meaning has been described separately. The structures of this dictionary have been discussed below:

Table 4.3

Overall Analysis of Megastructure of GEM Comprehensive Dictionary

Sr. No	Features	Included?
1	Contents	No
2	Preface	Yes
3	User's Guide	No
4	Introduction	No
5	List of Abbreviation	Yes
6	Pronunciation Symbol	Yes
7	Encyclopedic Notes	No
8	Index	No
9	Appendices	Yes
10	Middle Matter	NO
11	Information Labels	No
12	Alphabetical List of Head Words	Yes

As it is suggested by the analysis in table 4.3, almost 40% elements of checklist about megastructure have been listed and utilized by this dictionary. Content, user's guide and introduction are the main items of megastructure, these are not included in this dictionary. List of headwords and list of abbreviation is provided but encyclopedic notes and index are not provided in it. Middle matter is also not present in it.

Table 4.4

Overall Analysis of Microstructure of GEM Comprehensive Dictionary

Sr. No	Features	Included?
1	Spellings	Yes
2	Variant of spellings (if any)	No
3	Pronunciation	Yes
4	Definition (Main Sense)	No
5	Definition (Sub Sense)	No
6	Examples	No
7	Encyclopedic Information	No
8	Usage Notes	No
9	Run-ons	No
10	Word Class	Yes
11	Senses	No
12	Cross References	No
13	Origin	No
14	Inflection	No
15	Derivation	No

It is evident from table 4.4 that this dictionary has not more features of microstructure. Almost 20% elements of checklist are included in it. Spelling of headword is included in it but variant of spellings is not included. Pronunciation is given but there is absence of main definition, sub definition, example, and encyclopedic note and usages notes. Run-ons are not given with the headword of the dictionary. Word class is included but different senses of the words are not given. Origin of the word is a key

element of the dictionary; it is not given in it. Cross reference, inflection and derivation are also not included in it.

4.3.1 Discussion

Analysis of table 4.3 and 4.4 shows the features included in the dictionary. This dictionary has less than half elements of megastructure according to checklist. These features are very simple. According to the checklist, this dictionary is a deficient dictionary and has used very limited features which makes the dictionary incomplete. Preface is given in the front matter of the dictionary in which compiler describes the important features of the dictionary and also elaborates the usability of the dictionary. Preface is written by M.S John according to him “Gem Comprehensive dictionary” comprises more than 35,000 words, phrases, idiom and expressions along with their usages, and there is a valuable addition of about 2500 technical terms relating to various branches of science and arts. He further explains that this dictionary fulfills the needs of not only the students ranging from secondary school to university level but also that of professionals of all field of life. List of contents is not given in the front matter of the dictionary. Users can get great help from the contents list. They can easily search their required item from contents list without going through the whole of dictionary. Every user of the dictionary is not expert to use the dictionary. A good dictionary always includes a user’s guide to give guidance to the users about dictionary use. In this dictionary there is no user’s guide to guide the users how they use dictionary in a better way. Alphabetical list of abbreviation is given in front matter of the dictionary. Only preface and list of abbreviation are included in the front matter. All other elements of front matter are not given in it. Headwords are given in order of the alphabets. Users usually are guided about the location of information in the dictionary through the index which is given in the end of the dictionary. But index is not given in the front matter or back matter of this dictionary. Appendices are given in the back matter of the dictionary. List of irregular verbs, use of idiomatic verbal phrases, suffix, prefixes, and words confused and misused are included in it. In appendices compiler further explains names of Islamic countries of the world, famous oceans, seas lakes and rivers and

many other information relating to this world. Middle matter gives the information to the users during the dictionary use but this dictionary has no middle matter.

Table 4.4 reflects that the microstructure of the dictionary is very limited. Only standard spellings of the words are given and variant of spelling is not given in it. Meaning of words is given but almost only one meaning of one word is described. More than one meaning of word is not given. There is no main definition or sub definition of the word is given in it. Users can easily understand the words with the help of the examples about the use of the words but There is no example given in this dictionary. Through usage notes users can get help about different use of words. Encyclopedic information and usage notes are not included in it. There is no use of run-ons in this dictionary. Word class which shows the grammatical status of the word is given in it. But only one grammatical status of the one word is included in it. One word has different grammatical statuses. For example, one word may be a noun, verb and adjective. But this has not been explained in this dictionary. Etymology of the word is very important to understand the meaning of the words. Etymology or origin of the words is not given in this dictionary by the compiler. Cross reference helps to facilitate access to the related information for the users of the dictionary. This dictionary has no cross reference for any word. Inflection and derivations of different words are not included in it.

Figure 4.2
GEM Comprehensive English Dictionary Stocklist in Pakistan by Azhar Publisher
 Lahore

Damage	180	Darken
Damage (<i>dam-aj</i>) <i>n. pl.</i> (Law.) the value in money of what is lost or injured; mischief; loss; harm; injury.		Dandle (<i>dan-dal</i>) <i>v.t.</i> to fondle; to toss on the knees.
Damask , (<i>Damasuc</i>) (<i>damask</i>) <i>n.</i> silk cloth; cotton or wool cloth, with figures woven on it made at		Dandriff, Dandruff (<i>dand-rif, dand-raf</i>) <i>n.</i> scaly scurf on the head.
Dame (<i>dam</i>) <i>n.</i> woman; school-mistress.		Dandy (<i>dan-di</i>) <i>n.</i> a fop; cox comb.
Damn (<i>dam</i>) <i>v.t.</i> to condemn; to doom.		Dane (<i>dan</i>) <i>n.</i> a native of Denmark
Damnable (<i>dam-na-bl</i>) <i>adj.</i> odious; deserving to be condemned.		Danger (<i>dan-jar</i>) <i>n.</i> risk; peril; insecurity; fear.
Damnation (<i>dam-na-shun</i>) <i>n.</i> eternal punishment in hell.		Dangerous (<i>danj-rus</i>) <i>adj.</i> full of danger; risky.
Damp (<i>damp</i>) <i>adj.</i> moist; humid; dejected. <i>v.t.</i> to moisten; to depress; to cast down one's spirits; to moist. <i>n.</i> moisture; air; depression.		Dangle (<i>dan-gal</i>) <i>v.i.</i> to swing about; to hang loose.
Dampen <i>v.t.</i> Our clothes were a little dampened when we were caught in a sudden shower.		Dangler (<i>dang-lar</i>) <i>n.</i> one who hangs about women.
Damper <i>n.</i> Person or thing that depresses.		Daniel <i>n.</i> Upright Judge.
Dampness (<i>damp-nes</i>) <i>n.</i> moisture; humidity.		Dank (<i>dank</i>) <i>adj.</i> damp; moist; humid.
Damsel (<i>dam-sal</i>) <i>n.</i> a maiden; a young unmarried girl.		Dapper (<i>dap-ar</i>) <i>adj.</i> little and active; smart in dress and appearance.
Damson (<i>dam-sun</i>) <i>n.</i> a kind of plum first found at Damascus.		Dapperling (<i>dap-er-ling</i>) <i>n.</i> a little person; a dwarf.
Dance (<i>dans</i>) <i>v.i.</i> to jump; to move with measured steps.		Dapple (<i>da-pal</i>) <i>v.i.</i> to streak; to spot; to variegate. <i>adj.</i> marked with various colours.
Dancer (<i>dan-sar'</i>) <i>n.</i> one who dances; dancing master; a teacher of dancing.		Darbies <i>n.</i> Hand cuffs.
Dandelion <i>n.</i> Yellow flowered plant with dented leaves.		Dare (<i>dar</i>) <i>v.i.</i> to venture; to defy; to have the courage; to defy. <i>v.t.</i> to defy; to challenge.
Dander <i>n.</i> Temper, anger.		Daring (<i>dar-ing</i>) <i>adj.</i> courageous; bold.
		Dark (<i>dark</i>) <i>adj.</i> wanting light; not fair mysterious; evil; obscure; gloomy.
		Darken (<i>dark'en</i>) <i>v.t. & i.</i> to make dark or black; to cloud; to perplex; to render dim; to sully.

4.4 Practical Dictionary Printed by Kitabistan Publisher Lahore Pakistan

This is originally Pakistani published dictionary that has been published by Kitabistan Publisher Lahore. In the preface of the dictionary, it is admired by the compilers and publishers that this dictionary has been compiled with an eye on the needs of English learner of Pakistan.

This volume is clearly meant to serve as a stepping-stone to them, just as one of those dictionaries is in itself a stepping-stone to that monumental production of British scholarship, The New English Dictionary (N.E.D). It is thus latest attempt to bring the N.E.D within the intellectual grasp of the ordinary reader.

Table 4.5

Overall Analysis of Megastructure of Practical Dictionary Printed by Kitabistan Publisher Lahore Pakistan

Sr. No	Features	Included?
1	Contents	Yes
2	Preface	Yes
3	User's Guide	Yes
4	Introduction	Yes
5	List of Abbreviation	Yes
6	Pronunciation Symbol	Yes
7	Encyclopedic Notes	No
8	Index	No
9	Appendices	Yes
10	Middle Matter	No
11	Information Labels	No
12	Alphabetical List of Head Words	Yes

Table 4.5 shows the megastructure of this dictionary. The megastructure of this dictionary according to checklist is better than previous one. Almost 65% items of checklist of megastructure are included in this dictionary. Content, preface, user's guide and introduction are given in it but encyclopedic notes, index and information labels are

not given. Alphabetical list of headword and appendices are also included but there is no middle matter given. User's guide is also provided for the help of the users of this dictionary. It is given in the front matter of the dictionary.

Table 4.6

Overall Analysis of Microstructure of Practical Dictionary Printed by Kitabistan Publisher Lahore Pakistan

Sr. No	Features	Included?
1	Spellings	Yes
2	Variant of spellings (if any)	No
3	Pronunciation	Yes
4	Definition (Main Sense)	No
5	Definition (Sub Sense)	No
6	Examples	No
7	Encyclopedic Information	No
8	Usage Notes	No
9	Run-ons	No
10	Word Class	Yes
11	Senses	No
12	Cross References	No
13	Origin	No
14	Inflection	No
15	Derivation	No

Table 4.6 clearly shows that this dictionary has not more features of microstructure according to checklist. Above 75% elements of checklist are missing from this dictionary. Only few elements of checklist are included in it i.e. spelling, pronunciation, word class and senses are given in this dictionary. Variant of spelling, usage notes and run-ons are not included in it. Origin of word is necessary element which is missing in it. Main senses definition and sub senses definition are also not included in it. Inflection and derivation are not given in it.

4.4.1 Discussion

Analysis of table 4.5 shows that the elements of the front matter almost totally are included in it. Preface and introduction are given by the compiler of the dictionary. Complete introduction of the dictionary is given in the front matter in which elaboration about dictionary compiler and publisher is given. Information relating publisher and compiler is given but publishing year of the dictionary is missing in the front matter and even in the back matter also. List of content is given in it which provides help to the users to access the required information from the dictionary. User's guide is given in the front matter but it is limited. It does not provide complete guidance to the users about dictionary use. List of abbreviations is given in front matter of the dictionary but it is too short and simple. Pronunciation symbol is also given in it.

Back matter of the dictionary is too limited. Encyclopedic notes and indices are not mentioned in the back matter of the dictionary. Appendices are given in the end of the dictionary. This consists of names and characters in literature and art, Christian names, abbreviations, stems and affixes, sign and symbols and Greek alphabets and like. Middle matter and information labels are not given. Headwords are presented in it according to the alphabetical order.

Microstructure of this dictionary is very limited and simple. Only three elements of the checklist out of fifteen are included in it. Spellings of words are given but variant of spellings of different words are not included in it. In American English and Britain English one word may have different spellings but it is not mentioned in this dictionary. Pronunciations of the words are given by compiler but only one pronunciation is given for one word. One word may have more than one pronunciation. Like one word with the same spelling has different pronunciation as noun and verb. But this feature is missing in this dictionary. More than one meaning of the one word is mentioned in it which can be very helpful for the users. Definitions (main or sub) of the words are not included in the microstructure of the dictionary. Examples are the source of understanding of any information relating to the word. These provide easy access to the users about

meaning and the information about the words of the any dictionary. There is no example for any word which is used in it.

Encyclopedic information, usage notes and run-ons are not mentioned to elaborate the words of the dictionary. Word class of word is mentioned in it but only one class of one word is mentioned. In English language one word with the same spelling has more than one class like noun, verb and adjective. In this dictionary, these different classes of one word are not described. Etymology or origin of the word is also not mentioned in it. Every good dictionary has the origin of word which give a help to the users to understand the word and its meaning easily. Cross references also provide help to understand the word and its meaning to the users of a dictionary but cross references are not included in this dictionary. Inflection and derivation are also not given by the compiler of the dictionary.

Figure 4.3

Practical Dictionary Printed by Kitabistan Publisher Lahore Pakistan

262

FAC

face-lifting *n.* removing the wrinkles on the face by a surgical operation
چھانٹنے کے لیے چہرے کا اپریشن کرانا

facing (*fays-ing*) *n.* (esp.) coating with a different (usu. ornamental) layer
تہرے کا آمار چڑھاؤ

facial (*faysh-èl*) *adj.* of the face
فیسل

facial expression, expression of sentiment on the face
فیسل اظہارِ احساس

facet (*fás-et*) *n.* one of the many sides of a cut jewel
تڑستے ہوئے ہیرے کا کوئی رخ

facetious (*fe-see-shus*) *adj.* humorous
ہنسکی بات

facetiously *adv.* humorously
ہنسنے سے

facetiæ (*fa-see-shè-ec*) *n. pl.* p., asantries
چٹھس پگتیاں، لطائف و طرائف

facile (*fas-il, fas-il*) *adj.* ① (of work) easy
آسان ② (of tongue or person) glib, fluent
سہل روانی والا، چرب زبان

facilitate (*fa-sil-i-tayt*) *v.t.* make work easier
سہولت آسانی کرنا

facility (*fa-sil-i-ti*) *n.* ease
سہولت آسانی ② skill in doing something
چیزوں میں مہارت

facsimile (*fak-sim-i-li*) *n.* exact reproduction (of writing, picture, etc.)
چیز پر، تصویر، نقل و تصویر

fact (*fakt*) *n.* ① what has actually happened
واقعتہ، واقعہ ② what is known to be true
واقعیہ، حقیقت

in fact, in point of fact, the truth is that
درحقیقت، حقیقتاً

factual (*fak-tew-èl*) *adj.* pertaining to fact
واقعی، حقیقتی

faction (*fak-shèn*) *n.* ① discontented group within a political party
جھگڑا، گروہ، لڑائی، پارٹی ② party spirit
جھگڑا، جھگڑائی، پارٹی بازی کا

factionious (*fak-shus*) *adj.* trouble-making like a faction
جھگڑا، جھگڑائی کا

factitious (*fak-tish-us*) *adj.* got up designedly
فعلی، بناؤی

factor (*fak-tè**) *n.* ① whole number except 1 by which a larger number can be divided exactly (as 2 is a factor of 6)
جزو ضربی ② condition conducive to a result
سبب ③ commercial agent
عقصر، عقصر، بات، سبب

factory (*fak-te-ri*) *n.* ① workshop
کارخانہ، ذکیہ کاری ② business firm's foreign trading office
بیرون دیسی کو بیچنے کی دکان

faculty (*fak-ul-ti*) *n.* ① power of mind
قابلیت ② power of doing things
صلاحیت، استعداد ③ sense
حس ④ branch of knowledge taught in a college or university
شعبہ

fad *n.* ① odd liking; such pet notion
خبط، تمن، بے خیال ② passing fashion
گذشتی فیشن، وقتی وضع

faddist *n.* one who has such a pet notion
خبطی ③ A fad is a temporary liking for a novelty as described by one who does not agree with such liking; a craze, a fad shared by a great many people; a whim, single expression of freakish desire; the rage, a novelty suddenly followed by everybody; a hobby, a person's occupation of an entertaining nature after regular work; a fancy, usu. temporary liking for a certain thing; a mania, an unreasonable habit.

fade (*fayd*) *v.t. & i.* ① (cause to) wither or grow pale
رنگ چھینکا پڑ جانا، شوکھنا یا خشک ہونا، شہکنا یا شہکنا ② cause to lose colour
رنگ ہلکا کر دینا ③ move slowly out of view
دیکھنے سے دور ہو جانا یا گھٹنا ④ go out of memory
ادھولنا ⑤ last long
پائیدار، مستقل ⑥ not liable to fade
نہ ہلکا

fag (*fag*) *v.t. & i.* (-gg-) ① tire out
تھکا کر دینا ② (colloq.) hard work
سخت محنت کرنا ③ the fag end of the day, evening, end of working hours
شام کا خاتمہ، شام

faggot (*fag-ot*) *n.* bundle of firewood
دھنوں کا گتھا

Fahrenheit (*fa-ren-hit*) *n.* thermometer-scale with 32° as freezing and 212° as boiling point
(حرارت پیمانی) فارن ہیت

fail (*fayl*) *v.t. & i.* ① be unsuccessful (in doing, to do, or, in something)
فیل ہونا، ناکام ہونا، ناکامی ② give a failure mark to
فیل کرنا ③ fall short of
مردود رہنا، پھینکا، ناکامی ④ disappoint
پورا نہ ہونا، ناکامی ⑤ lose strength
تھک جانا ⑥ neglect
تھکا کر دینا ⑦ become bankrupt
(to do) (used only in the phrase : without fail, certainly)
یقیناً

failing *n.* weakness (of character)

failure *n.* ① act of failing
ناکامی، کمی ② person or thing that fails
ناکام، ناکامی

fail (*fayn*) *adj.* willing (to do)
غوثی سے، بے تردد، بے شوق

faint (*faynt*) *adj.* ① about to faint
بے ہوش ہونے کو ② too weak to be distinct
بے ہوش ہونے کو ③ become unconscious
بے ہوش ہونا ④ state of fainting
بے ہوشی ⑤ faintly
بے ہوشی، غٹھ

faintly *adv.* imperfectly

faint-hearted *adj.* cowardly
بزدلی سے بھرت

fair (*fay-è**) *adj.* ① just
معتدل، جاہل ② (a) according to the rules of the game, (b) justice
معتدل، مساوی ③ more than average
متوسط سے زیادہ ④ (old use) beautiful
جسین ⑤ fair colour
چمکنا ⑥ fair sex, women
عورتیں ⑦ fair weather, dry and fine
خوشگوار (یعنی خشک) موسم ⑧ fair copy, new and clean copy
نیا کاپی ⑨ fair name, good reputation
نیک نامی ⑩ in a fair

4.5 Student Practical Dictionary Printed by Sartaj Book Depot Lahore Pakistan

This dictionary is originally published in Pakistan by the Sartaj Book Depot Lahore. This is compiled by Javad Hussain but it has no preface or introduction in which compiler or publisher describes the salient feature of the dictionary.

Table 4.7

Overall analysis of Megastructure of Student Practical Dictionary Printed by Sartaj Book Depot Lahore Pakistan.

Sr. No	Features	Included?
1	Contents	No
2	Preface	No
3	User's Guide	No
4	Introduction	No
5	List of Abbreviation	No
6	Pronunciation Symbol	Yes
7	Encyclopedic Notes	No
8	Index	No
9	Appendices	Yes
10	Middle Matter	No
11	Information Labels	No
12	Alphabetical List of Head Words	Yes

This dictionary has very few elements of megastructure according to checklist. Only 25% elements of checklist are included in it. Content, preface, user's guide list of abbreviation is not given in it. Pronunciation symbol and appendices are given but encyclopedic note, index and information label are not given. Alphabetical list of head word is included also. There is no middle matter in this dictionary.

Table 4.8
Overall analysis of Microstructure of Student Practical Dictionary Printed by Sartaj Book Depot Lahore Pakistan.

Sr. No	Features	Included?
1	Spellings	Yes
2	Variant of spellings (if any)	No
3	Pronunciation	Yes
4	Definition (Main Sense)	No
5	Definition (Sub Sense)	No
6	Examples	No
7	Encyclopedic Information	No
8	Usage Notes	No
9	Run-ons	No
10	Word Class	Yes
11	Senses	No
12	Cross References	No
13	Origin	No
14	Inflection	No
15	Derivation	No

It can be seen from Table 4.8 that this dictionary has almost 20% elements of microstructure according to checklist. Spelling is given in it but there is no variant of spelling, main definition and sub definition. Example, encyclopedic information, usage notes and run-ons are not included in it, although pronunciation is given in it. Word class of the different words is given but there is absence of different senses of words. Origin of words, inflection and derivation are not included in it.

4.5.1 Discussion

It can be seen by the analysis of megastructure and microstructure that the limited information is given by the compiler to the users. It has been claimed by the compiler to provide a well arranged dictionary. All the information of well-arranged dictionary is not provided in it.

The features of megastructure according to the checklist are include in it. So it can be said that limited features of megastructure are provided in it. Alphabetical list of headwords and very short appendix are given in the megastructure. It has very simple microstructure, list of headwords is given in order of alphabet. Run-ons entries are not included in it.

Outside matter of the dictionary is not included in the dictionary to help the users of the dictionary. A short appendix which has words and their meaning is given in back matter which could not be included in macrostructure.

This dictionary has very simple and limited microstructure also. Only standard spelling of the words is given, variant of spelling is not given. Definitions are useful to understand the meaning of words in broad sense. No definition (main sense or sub sense) is given in it. Definitions are not included in it so no example is given in it. With the help of origin of the words, users can easily understand the meaning of the words but in this dictionary, compiler fails to give the origin of the words and have not provided the different senses of the words.

Words have different classes which is not given in this dictionary; only single class of words is given. Many words have more than one class in different situations that is not described by the compiler. Different head words use prefix and suffix to make a new word. There is no description about it provided by the compiler. Inflection and derivation are not included in microstructure of the dictionary.

Figure 4.4

Student Practical Dictionary Printed by Sartaj Book Depot Lahore Pakistan

Gad	249	Gal
Gadfly , gad-fli, <i>n.</i> a fly that stings cattle ڈالسن - کومکھی		Gait , gat, <i>n.</i> manner of walking ; bearing رفتار - چال - ڈھنگ
Gaffer , ga-fer, <i>n.</i> an old fellow ; an aged rustic ایک بوڑھا گنوار		Gala , gala, <i>n.</i> pomp ; show or fastivity شان و شوکت - نمود - جشن
Gag , gag, <i>v. t.</i> to stop the mouth منہ بند کرنا - بولنے نہ دینا		Galaxy , gal-ak-si, <i>n.</i> the milky way کہکشاں
Gag , gag, <i>n.</i> something thrust into the mouth to hinder speaking ڈانٹ - زبان بندی		Gale , gale, <i>n.</i> a strong wind ; breeze آندھی - جھونکا - نسیم - باد صبا
Gage , gaj, <i>n.</i> a pledge or pawn ; security گروی - رهن - ضامنی		Gall , gawl, <i>n.</i> the bile ; rancour ; malignity صفراء - پتا - کینہ - تلخی - بغض
Gage , gaj, <i>v. i.</i> to bind by pledge ; to engage ; to measure ناہنا - قول و اقرار کرنا - مکفول کرنا گروی رکھنا - شرط کرنا		Gall , gawl, <i>v. t.</i> fret and wear away by friction ; to tease ; to vex رگڑنا - گھسنا - دق کرنا - چھیڑنا
Gaiety , ga-i-ti, <i>n.</i> cheerfulness ; finery خوشی - زیب و زینت سجاوٹ		Gallant , gal-ant, <i>adj.</i> gay ; heroic ; courageous ; courtly خوش طبع - دلیر - جانباز - صاحب اخلاق - اعلیٰ
Gaily , ga-li, <i>adv.</i> merrily خوشی سے		Gallant , gal-ant, <i>n.</i> a fashionable man ; a suitor ; lover وضعدار - عشق باز - آشنا - بانکا
Gain , gan, <i>n.</i> thing gained ; profit ; advantage ; acquisition حاصل - فائدہ - منفعت - یافت		Gallantly , gal-ant-li, <i>adv.</i> in a polite manner شریفانہ - تکلف سے
Gain , gan, <i>v. t.</i> to obtain ; to acquire ; to attain ; to reach تحصیل کرنا - پیدا کرنا - نفع اٹھانا - حاصل کرنا - پہنچنا		Gallantry , gal-ant-ri, <i>n.</i> bravery ; intrepidity ; attention to ladies عالی ہمتی - جانبازی - بہادری - خاتون نوازی
Gain , gain, <i>v. i.</i> to advance آگے بڑھنا - فتحیاب ہونا		Gallery , ga-ler-i, <i>n.</i> a long and narrow corridor ; a balcony لمبا کمرہ جس سے اور کمرے میں راستہ ہو - برآمدہ - بالا نشتگاہ - رنگ محل - تصویر خانہ
Gainful , gain-fool, <i>adj.</i> profitable مفید - سود مند		
Gainless , gan-les, <i>adj.</i> unprofitable بے سود - لا حاصل		
Gainsay , gan-sa, <i>v. t.</i> to contradict ; to deny ; to oppose خلاف کہنا - انکار کرنا - بات کاٹنا - رد کرنا		

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

This chapter shows the findings of the research on the basis of the analyses which is conducted in the fourth chapter. Recommendations are also given in this chapter after finding out the answers to the questions of the study on the basis of the analyses which are carried out in previous chapter.

5.1 Summary of the present study

The aim of this chapter is to elaborate the answer to the research questions of the study. The methodology used to find out the developments in the structural features of English dictionaries of Pakistani publishers is rechecked. Conclusion and recommendations of this study will provide help to the compiler and researchers of the lexicography in future.

Dictionary compiling and research on dictionaries are included in the field of lexicography. Dictionary is considered as a reference tool, is not the book meant to be read from contents to index. Linguistic requirements of the user or learner of any language can be fulfilled by the dictionary. There are many kinds of dictionaries regarding their purposes, language covered, text covered, sizes and contents. One language is involved in monolingual dictionary. Monolingual dictionary focuses on source users as well as target users. The monolingual dictionary focuses on the native users when it is comprehensive all-inclusive dictionary. It focuses nonnative users when it is learner or special dictionary. The bilingualized dictionaries are also partially monolingual as they provide information in the same source and target language and then provides a translation equivalent in another language.

Development in English lexicography relates to the development of the English language. In the initial days of evolution of English language, vocabulary of language was taught with the help of the earliest word lists and glossaries. Developed and detailed dictionaries were written a bit later in English language. The early dictionaries are considered as translation glossaries which are mentioned by the researchers.

Monolingual dictionaries of Pakistani English appeared a bit late and after the development of bilingual dictionaries. First English monolingual dictionaries were compiled for the army men and the rulers of different nations. The dictionaries which are compiled in Fort William College are the important examples in this regard. “A New Hindustani English dictionary and the Duncan Forbes Hindustani English Dictionary” were those bilingual dictionaries. All these dictionaries were compiled under a purpose to provide translation for invaders in the sub-continent as well as well as an aid to the English natives to improve the communication between them and the locals.

Monolingual English dictionaries of Pakistan are included in this study. The requirement of the monolingual dictionaries evolved with the developments of the languages for users who had taken the language as their mother tongue and the users of the other languages also. The main aim of the study was to search the development in the design features of the monolingual English dictionaries which are published by the Pakistani publishers.

The delimitation of study was to select the monolingual dictionaries of the Pakistani English. Four dictionaries of different publishers were selected for this research including Heinemann Primary Dictionary which is published by M.K printer Lahore, GEM Comprehensive English Dictionary which is stocklist in Pakistan by Azhar publishers, Practical Dictionary printed by Kitabistan publisher Lahore and last one is Student Practical Dictionary printed by Sartaj book depot Lahore. A checklist is drawn from former studies to analyze these dictionaries.

5.2 Review of research questions

The questions of this research are answered here in the perspective of analyses of the fourth chapter of the study.

I. What is the development in the macrostructure of the monolingual English dictionaries which are published in Pakistan?

Overall analyses of the dictionaries reveal that the monolingual English dictionaries which are published in Pakistan do not meet the standard of modern lexicography. No significant developments are found in these dictionaries.

Table no 4.1 of the fourth chapter demonstrates that the macrostructures of the Heinemann Primary Dictionary are very simple and limited. Only 50% elements of the checklist are included in this dictionary regarding to the megastructure. Contents about dictionary is given in it. Introduction of the dictionary is given but it is not a detailed introduction which any good dictionary must include in it. User's guide provides a complete guide to the users about the use of the dictionary. This dictionary has a user's guide but it is very limited and is not enough to provide a complete guide regarding dictionary use.

There is no preface about the dictionary is included in it. Abbreviations are used in every dictionary of a language and to understand these abbreviations dictionaries of this language can be helpful for the users and learner of this language. This dictionary has no list of abbreviations. Moreover, the dictionary itself uses abbreviation inside the definitions but the users are not informed what complete definitions of these abbreviations are.

Encyclopedic notes and index are absent from this dictionary. Appendices are given in it but all the items of appendices, which a good dictionary includes in it, are not included in this dictionary. Middle matter provides a great help to the users of a dictionary, but this dictionary has no middle matter. Headwords are given in the alphabetical order but some headwords of the language are missed out from the list. Information labels are given to provide the information relating to the dictionary.

The analysis of the table 4.3 shows the megastructure elements of the GEM Comprehensive Dictionary. These elements are almost 40% of the checklist. Alphabetically arranged headwords are given which provide easy access to the required words of any language by the users. Contents list is very necessary for the users of a dictionary. It provides ease to the users to search the information regarding their needs. But this dictionary has no facility like this. Every user of the dictionary does not know about dictionary use, standard dictionaries provide user's guide to give a guidance to the users of the dictionary who does not know how to use the dictionary. User's guide is also not provided in this dictionary by the compiler. Index and middle matter are also not included in the dictionary.

Table no 4.5 provides the megastructure of the Practical Dictionary of Kitabistan publishers Lahore. The analysis of table 4.5 in the fourth chapter shows that this dictionary is little bit developed than previous two regarding the items of megastructure. Almost 65% elements of checklist regarding the megastructure are included in it. Contents, preface, introduction, user's guide, headwords, appendices, pronunciations and list of abbreviation are given in it. It has many elements of megastructure but the whole elements regarding to checklist are not given in it. Encyclopedic notes and middle matter are included in it. Index and information labels are not provided by the compiler of the dictionary. Headwords are given according to the order of alphabets.

The macrostructures of the Student practical dictionary published by Sartaj book Depot Lahore is analyzed in the table no 4.7 which is presented in the chapter 4. Very few elements of megastructure according to checklist is mentioned in this dictionary. 75% items of the checklist are not included in this dictionary.

Contents list, which is necessary for the users of the dictionary especially for the new users, is not included in this dictionary. Preface and introduction through which the qualities and salient features of the dictionary are described by the compiler, are also included in it. User's guide can be helpful for the users of dictionary about dictionary use, but this dictionary has failed to provide a user's guide to help the users. It can be seen in table 4.7 that the list of abbreviation, encyclopedic notes, index, middle matter and information labels are not given in this dictionary by the compiler. Appendices are given in the back matter of the dictionary but these are too short and limited. Alphabetically arranged headwords are given in it and the pronunciation of these words is also given.

II. What is the development in the microstructure of the monolingual English dictionaries which are published in Pakistan?

The analysis of the table 4.2 of the previous chapter shows the elements of microstructure of the Heinemann Primary Dictionary printed by the M.K printer Lahore. Almost 50% elements of microstructure according to the checklist are missing in this dictionary. Spellings of words are given in it but variant spelling of the words are not included in it. Origin or etymology of the word is an important feature of any dictionary. This feature provides the users to access the origin of the word and can be helpful for

understanding the word in comprehensive way. The origins or etymologies of the words are not given in this dictionary.

Pronunciation and main definitions of some words are given in it but only one definition of one word is given no sub definitions of words are included. Examples are given with definition of words but examples of some words are missing in it. Encyclopedic information and run-ons about words of dictionary are not mentioned in it.

Word class and different senses of the words are given with limited range. Origin of words or etymology of words is not included in it which has significance in the microstructure of the dictionaries and also included in the checklist developed by the researcher. Inflections and derivations are not mentioned in the microstructure of the dictionary.

Features of microstructure of the GEM Comprehensive Dictionary can be seen in the table no 4.4 of the fourth chapter. After the analysis of this table it can be concluded that the microstructure features of this dictionary are very simple and limited.

Only three out of fifteen elements of checklist regarding to the microstructure are included in this dictionary. This ratio is alarmingly low which shows that it is not a developed dictionary regarding its microstructural features. Only spelling, pronunciation and word class is given in it. Only standard spelling is given and variant spellings of different words are not given.

One class of one word is given only; one word may have more than one class which is not mentioned in this dictionary. Definitions of words are not given and examples of these words are also not mentioned in it. Encyclopedic information, usage notes and run-ons are not included in it by the compiler. Cross references and different senses of words are not given in it. This dictionary has no information on inflections and derivations of the words.

The table of 4.6 of the previous chapter reflects that microstructural features of the Practical Dictionary printed by Kitabistan Printer Lahore are very limited. Only Spellings, pronunciation and word class are the elements of checklist which are given in it. Twelve items out of fifteen of checklist are missed from this dictionary. The ratio of microstructural features is very low according to the checklist that is drawn by the researcher.

Definitions, variant of spellings, examples and different senses of the words are not included in the microstructural features of this dictionary. Encyclopedic information, usage notes and run-ons are also not given in it. Senses, cross references, origin of words, inflections and derivations are features of microstructure which are not included in it.

The analysis of table no 4.8 of the fourth chapter describes the microstructure features of Student Practical Dictionary printed by the Sartaj Book Depot Lahore Pakistan. Above mentioned table shows that only three items of checklist regarding microstructure are included in it. These three elements are only 20% of total elements of the checklist. Spellings, pronunciation and word class are the items of checklist relating to the microstructure which are given in this dictionary. Twelve items out of fifteen of checklist are not presented in this dictionary. Variant of spelling, definitions, examples, encyclopedic information, usage notes, run-ons, senses, cross references, origin, inflection and derivation are the elements which are given in checklist but not included in this dictionary.

5.2.1 Discussion

Above mentioned analyses of the research questions have guided to following conclusions:

1. After the analyses of four monolingual dictionaries of Pakistani English, it can be concluded that the megastructure of these dictionaries is not developed.
2. The microstructure of these monolingual English dictionaries of Pakistani publishers are also not developed.
3. Most of the elements which are given in the checklist by the researcher, regarding to the macrostructure are not included in above mentioned dictionaries.
4. Features of microstructure according to the given checklist are not completely included in these dictionaries.
5. The elements of checklist which are included in these dictionaries are very simple and limited, these elements are not giving a complete guide and help to the users of the dictionary.
6. Many features of front matter, middle matter and back matter are not included in the above mentioned four monolingual English dictionaries of Pakistani publishers.

5.3 Recommendation

This research recommends that:

1. There is a requirement to give the following development in the features of megastructure of monolingual dictionaries of Pakistani English.
 - a. Outside matter of these dictionaries are very simple and limited, these should be strengthened.
 - b. Preface and introduction should be given in all dictionaries, and these features should be provided in detailed form.
 - c. List of contents and detailed user's guide must be included in monolingual dictionaries of Pakistani English.
 - d. List of abbreviations, indices, appendices and information about local areas and cities or countries around should be mentioned in outside matter.
 - e. Information label, which provides the features of dictionaries and has a great significance, should be part of macrostructure of the dictionary.
 - f. Pronunciation symbol must be given in the dictionaries.
2. There is need to bring the followings development in microstructure features of monolingual English dictionaries which are published in Pakistan.
 - a. The microstructure of these dictionaries is not developed. It is too simple and limited. It should be developed further to make dictionaries user-friendly.
 - b. Word class of the words must be given with the headwords. One word have more than one class all classes of every word should be given in these dictionaries. Word class should be followed by the inflection of verb or noun.
 - c. Definitions of the words should be given, and sub-sense of definitions of the words should be given in these dictionaries. Each sub-sense should be entered as a separate entry. The original sense should be given in first and sub-sense should be followed by it.
 - d. A new and separate entry should be included for the homonyms. The word class should be followed by the pronunciation.

- e. Well defined meanings of words should be included to make the entries comprehensive. Examples and illustrations should be given for each entry to make it understandable.
- f. If any encyclopedic information is needed it should be given in prominent block sub senses should be followed by it. Derivation should be followed the phrase, after it the origin or etymology should be given.
- g. The information regarding to grammar should be included for every sub senses or phrase. Synonyms of words should be given also, the entries should be explained in simple and easy words.

References

- Ahmad, A. (2009). A study of the microstructure of the monolingual Urdu dictionaries. *The Annual of Urdu Studies*, Vol. 24, 54-70.
- Ahmad, A. (2014) A study of the development in monolingual Urdu lexicography (unpublished Doctoral Thesis). Bahauddin Zakariya University, Multan
- Akhtar, S. (1995). Urdu zuban ki mukhtasir tareen tareekh [The shortest history of Urdu language]. Islamabad: Muqtadra Qoumi Zuban.
- Al-Ajmi, H. (2001) which micro-structural features of bilingual dictionaries affect users' look up performance? *International Journal of Lexicography*. Vol. 15, No. 2, 119-131.
- Ard, J. (1982) the use of bilingual dictionaries by EFL students while writing. *ITL: Review of Applied Linguistics* 58: 1-27.
- Atkins, B. T. and Rundell, M. (2008). *The Oxford Guide to Practical Lexicography*. Oxford: Oxford University Press.
- Barnhart, C. (1962). Problems in Editing Commercial Monolingual Dictionaries, In Householder & Saporta (eds.) 161-181.
- Béjoint, H. (2000). *Modern lexicography: an introduction*. Oxford: Oxford University Press.
- Bogaards, P. (1996). Dictionaries for learners of English. *International journal of Lexicography*, Volume 9 Number 4. (pp. 277-320).
- Bergenholtz, H. & Tarp, S. (1995). *Manual of Specialized Lexicography: The Preparation of specialized dictionaries*. Amsterdam/Philadelphia: John Benjamin Publishing Company.
- Barnbrook, G. (2002). *Defining language: a local grammar of definition sentences*. Philadelphia, PA, USA: John Benjamins Publishing Company.
- Bowker, L. (2003). Specialized dictionaries and specialized lexicography. In van Sterkenburg, P. G. J. (ed.), *A Practical Guide to Lexicography* (pp. 154-164). London/New York: Benjamin Publishing Company.
- Battenburg, J. (1989). *A Study of English Monolingual Learners' Dictionaries and their Users*. PhD thesis. Purdue University.
- Battenburg, J. (1991). *English Monolingual Dictionaries: A User Oriented Study*.

Lexicographica Series Maior. Tübingen. Niemeyer.

Baxter, J. (1980). The Dictionary and Vocabulary Behaviour: a single word or a handful? *TESOL Quarterly*, 14, 3: 325-336.

Bejoint, H & Mouline, A. (1987). The Place of the Dictionary in EFL Programme.- In: U. Wingate: *The Effectiveness of Different Learner Dictionaries*. Tübingen: Niemeyer (Lexicographica series mayor).

Bejoint, H. (1981). The foreign Student's Use of Monolingual English Dictionaries: a study of language needs and reference skills. *Applied Linguistics* 2 (3), 207-222.

Boonmoh, A. (2009). The use of pocket electronic dictionaries by Thai learners of English. PhD thesis, University of Warwick.

Boogards, P. (1996). Dictionaries for Learners of English. *International Journal of Lexicography*. 9(4), 277-320.

Craik, F. & Tulving, E. (1975). Depth of Processing and the Retention of Words in Episodic Memory. *Journal of Experimental Psychology: General*, 104 (5) 268

Considine, J. P. (2008). *Dictionaries in early modern Europe: lexicography and making of heritage*. Cambridge: Cambridge University Press.

Diab, T. (1990). 'Pedagogical Lexicography': a case study of Arab nurses as dictionary users. Tübingen: Niemeyer.

Dolezal, F. T, Mc Creary, D. R. (1999). 'Pedagogical Lexicography Today': a critical bibliography on learner's dictionaries with special emphasis on language learners and dictionary users. Tübingen: Niemeyer (Lexicographica series mayor).

El- Badry, N. (1990). The Development of the Bilingual English- Arabic Dictionary from the Middle of the 19th Century to the Present. In Hartmann (ed.) (1986b), 57-64.

Griffin, P. (1985). *Dictionaries in the ESL classroom*. (Unpublished MA Thesis; Carbondale: Southern Illinois University).

Gouws, R. H. (2004). State-of-the-art-paper: lexicology and lexicography. Milestone in metalexicography. In Sterkenburg, P. V. (Ed.). *Linguistics today - facing a greater challenge*. Philadelphia, PA, USA: John Benjamins Publishing Company.

Halliday, M. A. K., Teubert, W., Yallop, C. & Cermakova, A. (2004). *Lexicology and Corpus linguistics*. London New York: Continuum.

- Hartmann, R. R. K. (2001). *Teaching and Researching Lexicography*. London/New York: Pearson Education.
- Hartmann, R. R. K. & James, G. (1998). *Dictionary of Lexicography*. London: Routledge.
- Hartmann, R. R. K. (1983). *Lexicography: Principles and Practice*. London/New York. Academic Press.
- Halliday, M. A. K., Teubert, W., Yallop, C. & Cermakova, A. (2004). *Lexicology and Corpus linguistics*. London New York: Continuum.
- Hashmi, M. (2000). *Urdu Lughat Naveesi ka tanqeedi jaiza*. New Dehli: Taraqai Urdu Beareu.
- Hausmann, F. J. and Wiegand, H. E. (1989). *Component Parts and Structures of General Monolingual Dictionaries*. In Hartmann, R. R. K. (2003). *Lexicography: Critical Concepts*. London: Routledge.
- Hatherall, Glynn. (1984). "Studying dictionary use: Some findings and proposals". In: Hartmann, (1984) ed.: 183-189.
- Householder, F. W. & Saporta, S. (1975). *Problems in lexicography*. Indiana: Indiana University Research Centre for Language and Semiotic Studies.
- Hausmann, F. J. & Gorbahn, A. 1989. COBUILD and LDOCE II A comparative review.
- Hausmann, F. J. and Wiegand, H. E. (1989). *Component Parts and Structures of General Monolingual Dictionaries*. In Hartmann, R. R. K. (2003). *Lexicography: Critical Concepts*. London: Routledge.
- International Journal of Lexicography*, 2 (1): 44 - 56.
- Hulstijn, J.H. (1993). *When do foreign-language readers look up the meaning of unfamiliar words? The influence of task and learner variables*. *The Modern Language Journal*, 77, 139-147.
- Iqbal, Z. (1987). 'Aspects of the Learner's Dictionary with Special Reference to Advanced Pakistani Learners of English', Ph.D. thesis, University of Aston, Birmingham.
- Jackson. H. (2002). *Lexicography: an introduction*. London: Routledge.
- Katre, S. M. (1965). *Lexicography*. Madras State: Annamalai University.
- Kay, C. J. (2000). *Historical Semantics and Historical Lexicography: will the twain ever meet?* In Coleman, J. & Kay, C. (2000). *Lexicology, semantics and lexicography* (pp. 53-68). Amsterdam: John Benjamins Publishing co.

- Kharma, N. 1985 Wanted: a brand-new type of learner's dictionary, *Multilingua*,4,2,85-90.
- Knight, S. (1994). Dictionary use while reading: The effects on comprehension and vocabulary acquisition for students of different verbal abilities. *Modern Language Journal*, 78, 285-299.
- Kipfer, B. (1985). Dictionaries and the Intermediate Students: Communicative Needs and the Development of User Reference Skills. In Cowie (ed.) (1987b), 44-54.
- Kumar, R. (2005). *Research Methodology: A Step-by-step Guide for Beginners*. Sage: London.
- Landau, S. I. (2001). *Dictionaries: the art and craft of lexicography*. Cambridge: Cambridge university Press.
- Laufer, B. (1993). The effect of dictionary definitions and examples on the use and comprehension of new L2 words. *Cahiers de Lexicologie* 63(2), 131-142.
- Laufer, B. and L. Melamed. (1994). Monolingual, bilingual and 'bilingualized' dictionaries: which are more effective, for what and for whom? *EURALEX 1994*, eds. W. Martin et al. Amsterdam. 565-576.
- Lupescu, S. and Day, R. (1993). Reading dictionaries and vocabulary learning. *Language Learning* 43 2, pp. 263–287.
- Merkin, R. (1983). The historical/academic dictionary: Historical dictionaries. In Hartmann, R. R. K. *Lexicography: Principle and practice*. London & New York: Academic Press.
- Nation, I. S. P. (1990): *Teaching and Learning vocabulary*. Newbury House. New York.
- Nesi, H (1984). *Dealing with Lexical Errors*. MSc dissertation. University of Aston, Birmingham.
- Nesi, H. (2000). 'The Use and Abuse of EFL Dictionaries'. Tübingen: Niemeyer (Lexicographica series mayor).
- Nesi, H (2002). Review: Research on Dictionary Use. *International Journal of Lexicography*, 15 (3) 251-252.
- Nielsen, S. (1994). *The bilingual LSP dictionary: principles and practice for legal language*. Germany: Gunter Nar Verlag.

- Neuman, W. L. (1997). 3rd ed. *Social Research Methods: Qualitative and Quantitative Approaches*. Boston & London: Allan & Bacon.
- O'Leary, Z. (2004). *The essential guide to doing research*. New Delhi: Vistar Publication.
- Paivio, A. (1971). *Imagery and verbal processes*. Holt, Rinehart & Winston. New York.
- Pearson, J. (1998). *Terms in Context*. Amsterdam: John Benjamins Publishing company.
- Punch, K. F. (1998). *Introduction to Social Research: Quantitative and Qualitative Approaches*. Montreal: Chronicle Books.
- Quirk, R. (1975). *The Social Impact of Dictionaries in the UK*. In McDavid, R. Rundell, M. & Fox, G. (Ed.). (2002). *Macmillan English Dictionary for Advanced Learners*. USA: Macmillan Publishers.
- Ritchie, J. & Lewis, J. (2003). *Qualitative Research Practice: A guide for Social Science Students and Researchers*. Sage: London.
- Sinclair, J. (Ed.). (1995). *Collins cobuild English dictionary*. London: Harper & Collins.
- Sinclair, J. M. (Ed.). (1993). *BBC English Dictionary*. London: BBC English.
- Singh, R. A. (1982). *An Introduction to lexicography*. Mysore: Central Institute of Indian Languages.
- Soanes, C. & Stevenson, A. (2005). *Oxford dictionary of English (2nd Ed. Revised)*. Oxford: Oxford University Press.
- Sayal, P., & Jindal, D.V. (1998). *An introduction to linguistics*. New Dehli: Prentice Hall of India.
- Summers, D. (1988). *The role of dictionaries in language learning* – in Tono, Y. (2001) *Research on Dictionary Use in the Context of Foreign Language Learning*. Tübingen: Niemeyer. (15-36).
- Taylor, B., Sinha, G. & Ghoshal, T. (2006). *Research Methodology: A guide for Researchers in Management and Social Sciences*. New Delhi: Prentice Hall.
- Tono, Y. (2009). *Pocket Electronic Dictionaries in Japan: User Perspective*. In Bergenholtz, H., Nielsen, S. And Tarp, S. (2009). *Lexicography at a crossroad: Dictionaries and Encyclopedias today, Lexicographical Tools Tomorrow*. Switzerland: Peter Lang.
- Tono, Y. (2001). 'Research on Dictionary Use in the Context Of Foreign Language Learning'. Tübingen: Niemeyer (1996).

- Tono, Y. (1989). Can a dictionary help one read better? On the relationship between EFL learner's dictionary reference skills and reading comprehension. In G. James: *Lexicographers and their works*. Exeter University Press.
- Tomaszczyk, J. (1979). Dictionaries: users and uses, *Glottodidactica* 12: 103-119.
- van Sterkenburg, P. V. (2003). The dictionary definition and history. In van Sterkenburg, P. V. (Ed.). *A practical guide to lexicography* (pp. 3-19). Philadelphia, PA, USA: John Benjamins Publishing Company.
- Wingate, U. (2002). *The Effectiveness of Different Learner Dictionaries*. Tübingen: Niemeyer (Lexicographica series mayor).
- Yin Wa, A. C. & Taylor, A. J. (2003). Evaluating learner dictionaries: what the reviews say. In Smith, M. R. K. & Hartmann, R. R. K., *Lexicography: Critical concepts*. (pp.254-274). London: Routledge.
- Yong, H. & Peng, J. (2007). *Bilingual lexicography from a communicative perspective*. Philadelphia, PA, USA: John Benjamins Publishing Company.
- Zgusta, L. (1971). *Manual of Lexicography*. The Hague. Paris: Mouton.