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A Study in the Development of the Micro-Structure of Siraiki Dictionaries

Dr. Muhammad Tariq Ayoub

Muhammad Jawwad Tariq

Minahill Fatima

Ahtisham Jameel

Basit Ali

Associate Professor of English Government Graduate College of Science, Multan

BS English, Bahauddin Zakariya University, Multan

BS English, Bahauddin Zakariya University, Multan

M. Phil Scholar, NCBA&E Sub-Campus Multan National College of Business Administration & Economics, Lahore

M. Phil English, Institute of Southern Punjab, Multan

Abstract

The current study explores and evaluates the micro-structure of the dictionaries of the Siraiki language published in Pakistan. The main purpose of the present study is to investigate the strengths and weaknesses of all the existing dictionaries of the Siraiki language in the light of modern postulates of lexicography. This research is of qualitative nature. For the analysis of dictionaries of the Siraiki language, a check-list of the features of micro-structure of dictionary was prepared following the studies of Hartmann (1983), Bergenholtz and Trap (1995), Béjoint (2000), Hartmann (2001), Landau (2001), Jackson (2002), Bowker (2003), Ahmad (2009, 2010) and Ayoub (2020). Seventeen dictionaries and glossaries were collected from sources and were analyzed. A list of consisting of fifteen features of the micro-structure of dictionary was prepared. These dictionaries were divided into two sections: (a) dictionaries compiled before the creation of Pakistan and (b) dictionaries compiled after the creation of Pakistan. The study reported the dictionaries of the Siraiki language were found deficient regarding their micro-structure. Not a single dictionary of the Siraiki language utilized all the features of the micro-structure of dictionary. Most of the important features of the micro-structure of dictionary just like pronunciation, examples, cross reference, run-ons, inflections, derivations and senses were found absent. This study also reported that the dictionaries of the Siraiki language were found insufficient to meet the requirements of the learners and hence these dictionaries were found less user-friendly.

Keywords: Lexicography, Dictionary, Postulates of lexicography, Micro-structure of dictionaries, Features of micro-structure, Siraiki dictionaries.

Introduction

Background of the Study

Lexicography as a professional activity is concerned with dictionary making. It is an 'academic field having two sub-divisions namely lexicographic practice and theory' (Hartmann and James, 1998). The practical aspect of lexicography is concerned with the professional activity

of compiling reference works. A lexicographic project involves three basic operations: fieldwork for gathering and recording of raw data, description or editing lexis and publishing the final product as a dictionary. Lexicographic theory or dictionary research on the other hand pertains to the theoretical aspect of lexicography which is concerned with the academic study of such topics as the nature, purpose, range, history, typology, use and criticism of dictionaries and other reference works. With users' reference needs increasingly diverse, more emphasis has been placed on the theory leading to the production of good dictionaries.

What is a dictionary?

Dictionary as a reference work provides knowledge of lexical items of a language. It gives the historical as well as current meanings of the words. The user consults dictionary to get the information of meanings, spellings and grammar of the word. Thus, dictionary, as a guide, caters to the language needs of the user in many different ways. Modern dictionaries are designed keeping in view the needs of the users on scientific basis. According to Jackson (2002), 'Dictionaries are the repositories of words. Words are arranged in dictionaries in alphabetical order and as you look down the column in a print dictionary or the list in an electronic dictionary, you are reading a list of words.' According to Thorndike (1991) cited in Assam (2006), 'dictionary is one of the most important instruments of instruction. The user uses a dictionary when he/she really wants to know the meaning, pronunciation and spellings of a word'. According to Landau (2001), 'a dictionary is a text that describes the meanings of words, often illustrates how they are used in context, and usually indicates how they are pronounced. Dictionaries in the traditional form of books usually have their words listed in alphabetic order. Modern dictionaries often include information about spellings, etymology word derivations, usage, synonyms, and grammar, and sometimes include illustrations as well'.

Types of Dictionaries

Dictionary types refer to the different kinds of dictionaries according to their functions. The type of dictionary helps the user to find the dictionary of his own need. Many researchers and experts have made the endeavour to classify dictionaries keeping in view their functions and usage. They have used different parameters to distinguish these types.

a) Monolingual Dictionary

According to Hartmann and James (1998), monolingual dictionary is 'a type of reference work in which the words of a language are explained by means of that same language...it is also called general, explanatory or usage dictionary which is the prototypical work of reference for native speakers.' Monolingual dictionary is meant for the user dealing with one language. It is also meant to provide meaning of lexical items to the advanced learners of language. The learners may be native or foreign. Furthermore, it is used to standardize the usage of language as it is considered a most comprehensive account of lexis and their meaning in any language. Landau (2001) considered that a monolingual dictionary is written for native speakers as well as learners of that language as a foreign or second language. Dictionary provides meanings to the learners at advanced level of language learning.

b) Bilingual Dictionary

According to Hartmann and James (1998), 'a bilingual dictionary relates the vocabulary items of two languages together by means of translation equivalents, in contrast to the monolingual dictionaries. Explanations are provided in one language in bilingual dictionaries. By providing lexical equivalents, the bilingual dictionaries help language learners and translators to read or create texts in a foreign language'. If bilingual dictionary has the purpose of encoding it is termed as active dictionary and if its function is of decoding, it is called passive dictionary. Such dictionaries also differ in coverage of their lexical items. Siraiki bilingual dictionary have been discussed extensively in the previous chapter and their analysis have also called forth the compilation of a monolingual dictionary of this language to cater to the needs of the learners at advanced level and help in the complication of bilingual dictionaries.

c) Specialized Dictionary

Specialized dictionary is a collective term. It is used for the range of reference work that concerns a relatively restricted set of phenomena. The general dictionary usually covers the whole vocabulary for the general user, whereas, specialized dictionary focuses on limited information of a specific area of language, such as: idioms, phrases or the jargons of a particular field (Hartmann and James, 1998). LSP lexicographers are involved in preparing of specialized dictionaries. A specialized dictionary gives more accurate and precise definition of a term as compared to a general-purpose dictionary. Such dictionaries focus on the jargon language or the lingo which of course caters to the needs of specific user engaged in specific field or domain. However, they are restricted dictionaries in the sense that they are prepared for specific purposes and are, thus, not generally used by the common user. These dictionaries are used as reference works for the experts of a particular field. With the advancing time, specialization is increasing in every field of life. Now, general purpose dictionaries become relatively insignificant where specialized needs require specialized dictionaries. The general-purpose dictionaries can't include specialized; lexical units as it would increase their size enormously, besides, it would also be irksome for the general users. The cost of dictionary as well as the labour of the lexicographer would also increase manifold.

Statement of the Purpose

Ahmad (2007) quotes Iqbal (1992) that the fact discovered through numerous studies is that 'lexical items constitute the most problematic area in foreign language learning'. Words have both literal and contextual meanings. According to Jackson (2002), many words are polysemous having more than one meaning. According to Zgusta (1971), it becomes much difficult for non-native speakers to know further about the lexical items due to the difference of equivalence and context as meaning of the word consists of number of features: 'its relation with the real world, the association that it carries with it, its relationship with other words and the vocabulary and the regular company that it keeps with other words in sentence and text structure' (Ahmad, 2007). The new vocabulary poses great challenges to the learners and they feel hampered when confronted with new words. Dictionaries and thesauruses were developed to cater to this need of users. Dictionaries were developed in different languages. But, unfortunately, very few dictionaries appeared on the scene in rather neglected languages like Siraiki and the analysis of these dictionaries show that these dictionaries are not compiled in accordance with the modern lexicographic practice. The approaches and method adopted for producing these dictionaries are far from the modern trends and postulates of lexicography and thus do not perform the desired function of dictionary. Siraiki is spoken by at least 15 million people (Wagha, 1990). According to another estimate, 10.53% of Pakistani people have Siraiki as their mother tongue (Rehman, 2002). It is spoken in districts such as Multan, Muzaffargarh, Rahimyar Khan, Bahawalpur, Khanewal, Vehari, Lodhran, Jhang, Pakpattan, Mianwali, Bhakkar, Layyah, Rajanpur, Dera Ghazi Khan, Dera Ismail Khan, South East of Balochistan, the Upper Sindh and the eastern areas of Jaisalmer (India) (Zami, 1968). Yet no significant progress has so far been made in making dictionaries for native speakers as well as the foreign learners who wish to learn the Siraiki language. Even the dictionaries which are available on the market are; not up to the internationally recognized lexicographic standards. The researchers aim to highlight the status of available dictionaries of Siraiki. After describing the salient features of the available Siraiki dictionaries, the researchers aim to forward some recommendations for the improvement of Siraiki dictionary-making based on the modern lexicographic practice.

Limitations of the Study

The present study is limited only to the evaluation of Siraiki dictionaries being used and compiled in Pakistan. The study focuses on available Siraiki dictionaries and seeks to provide insights into the prospects of compiling a learner's dictionary which is pedagogical in

approach and is meant for the learners of the language. Encoding dictionaries are the main focus of the study.

Objectives of the Study

The following are the objectives of the study:

1. To investigate the micro-structural features of Siraiki Dictionaries which were published before the creation of Pakistan.
2. To investigate the micro-structural features of Siraiki Dictionaries which were published after the creation of Pakistan.
3. To explore the status of existing Siraiki dictionaries in respect of micro-structural features so that the Siraiki dictionaries may be upgraded to make them user-friendly.
4. To produce a model of a Siraiki dictionary which will cater to the learners' specialized needs i.e. translating, encoding and decoding.
5. To assess the role of Siraiki dictionary in helping the learners in learning the target language.

Research Questions

This study tries to answer the following questions regarding the current status of available Siraiki dictionaries:

1. Does the information provided in the Siraiki dictionaries suffice to cater to the users from a pedagogic viewpoint and how can the existing dictionaries be improved to make them user friendly?
2. Do the overall presentation i.e. formatting, editing etc. of the available Siraiki dictionaries satisfy the modern learner?
3. Is there any development in the micro-structures of dictionaries compiled before the creation of Pakistan?
4. Is there any development in the micro-structures of Siraiki dictionaries compiled after the creation of Pakistan?

Significance of the Study

The present study intends to analyze and evaluate the dictionaries of the Siraiki language and to preserve and promote the Siraiki language which at present lacks documentation and is sadly neglected and marginalized (Buzdar & Ayoub, 2020). The study highlights the importance of Siraiki dictionaries and will bring to light the history of Siraiki dictionaries in Pakistan. The teachers and the students will be informed about the art of developing reference skills. The improvement in different design features of Siraiki dictionaries is also suggested to bring them on par with successful dictionaries of other languages, so the study is important in respect of lexicographers as well as linguists. It is hoped that this study will also provide the publishers with some valuable insights. The publishers will be able to use appropriate methods in compiling the Siraiki dictionaries to make them user-friendly. Importance is attached to user-friendliness in dictionaries is the focus of modern lexicographic practice which implies that the content of the dictionary should be made as accessible as possible so that the user may be able to retrieve the required information. On the whole, the study aimed at the overall improvement in the micro-structure of the Siraiki dictionaries.

Review of Related Literature

Ramos (2005) conducted a study on dictionary use in Spain. She found that the major dictionary use problem encountered by her Spanish university students was their lack of ability to find the words they were looking for. Of the students, 32.7% also stated that it was difficult for them to find the specific information they needed in their dictionaries. Additionally, about 26.5% of the students were unable to understand the definitions. She noted that students related their difficulties with their dictionary to the dictionary itself. Nearly 45.9% of the students claimed that they faced these problems because of the dictionary they owned and very few considered these problems were attributed to other factors such as their lack of familiarity with the dictionary (25.5%), lack of dictionary skills (10.3%) or unclear layout of the dictionary (12.2%). Ramos (2005) noted two reasons attributed to the students'

failure to identify idiomatic phrases. The reasons were: (a) the partial reading of the entry and (b) the lack of knowledge of where their dictionary lists idiomatic phrases. She also found that her subjects failed to locate the citation form of past participles because they were not aware that their dictionary lists the participles of irregular verbs.

Ryu (2006) conducted a study about dictionary use by Korean university EFL students. Ryu (2006) found that 90% of the students owned at least one English paper dictionary. Forty-nine (27%) students had two dictionaries and 23 (12.7%) students owned three dictionaries. Only one student had more than three dictionaries. Only 57 (31.5%) out of 181 respondents reported that they owned monolingual dictionaries. Four students had more than two monolingual dictionaries. Unlike monolingual dictionaries, bilingual dictionaries were owned by the majority of the students (n=128, 70.7%), and 22 participants (12%) possessed two bilingual dictionaries. Hand-held electronic (HHE) dictionaries were owned by 70 (38.6%) students.

Wang (2007) conducted his study to assess the effect of dictionary skills instruction on the reading comprehension of junior high EFL students in Taiwan. He carried out dictionary skills instruction in English classrooms. The numbers of the participants were 40 second-year junior high students of two classes from Tainan Municipal Chen-gong Junior High School. He adopted the experimental approach, where each class was randomly assigned to the experimental or the control group. First, the students were asked to complete a questionnaire about their dictionary use. Then, they were requested to take a pre-test on local reading comprehension and their dictionary skills. After the pre-test, the experimental group received dictionary skills instruction for about 20 minutes during each class. The instruction was given over about three weeks before the students were asked to take the post-test.

In the findings, Wang first indicated the problems that the subjects encountered with their dictionaries. The problems included: understanding short forms, labels and grammar codes of the dictionary, getting familiar with the alphabetical order, making use of guide words, scanning a dictionary page, distinguishing a homograph, removing regular inflections, removing affixes of derivatives, scanning nearby entries or checking the addenda, recognising compounds or idioms, and finding the right meaning in a polysomic entry. He also noticed the frequent application of 'Kid rule strategy' where the participants selected any Chinese fragments 'near' the target words or other words with similar spellings. Then Wang claimed that most of the above-mentioned difficulties decreased after the students received dictionary skills instruction. However, he commented that some difficulties were not overcome even after the dictionary training. One example is distinguishing homographs, which Wang ascribes to the students' limited grammatical knowledge. Wang concluded that the use of dictionaries with proper dictionary skills instruction and practice could significantly improve the performance of local reading comprehension tasks.

Al-Asmary (2007) studied vocabulary learning strategies in the Saudi context. He wanted to examine the vocabulary learning strategies used by 47 EFL learners at King Saud University and how these strategies influenced the students' overall vocabulary learning achievement. He observed strategies such as guessing strategies, note-taking, metacognitive strategies, and dictionary look-up strategies. Although students consider reading a main resource for expanding their vocabulary, yet the findings suggest that learners should use other methods to obtain the meanings of unknown words or uses, such as depending on various uses in different contexts and styles while learning a language. For example, Al-Asmary found that his students seem to use more comprehension strategies when employing their dictionaries. They checked words when thinking the words were crucial for understanding or when the words appeared many times in various contexts. However, Al-Asmary also stated that students used fewer look-up strategies (e.g. eliminating the inflection of the word, employing the basic form and excluding prefixes or suffixes, using the definition in the context if suitable) and extended strategies (e.g. checking examples, related

expressions). Students employed the dictionary only to know the meanings of unknown words while ignoring the use of other information provided, such as examples and inflections. Therefore, one can say that students were not fully equipped with competent knowledge to employ the dictionary efficiently for their language learning.

Ahmad (2007) is the second doctoral study in lexicography in the Pakistani context. He investigated the principles underlining the production of an efficient active Urdu-English dictionary for advanced learners of English in Pakistan. The study is significant in two ways: firstly, it studied the design features; and secondly, the reference needs and skills of their users. Since research on bilingual dictionaries is relatively less found, the study is much valued; this study was a great contribution to lexicographers and publishers in this part of the world.

Lew and Galas (2008) examined the question of 'whether dictionary reference skills can be taught effectively in the classroom'. They intended to verify whether explicit teaching of dictionary use as part of English language instruction improved the students' dictionary reference skills. Further, they also wanted to explore whether dictionary skills were routinely taught at primary school level, the students' views of their dictionary skills, and the extent to which dictionary skills were acquired naturally without guided dictionary use.

The participants were 57 Polish final-year primary school children, aged between 12 and 13. They were divided into two groups: an experimental group (28) and a control group (29). At the beginning of the study, all participants were asked to accomplish a questionnaire with questions concerning to their dictionary habits, attitudes and dictionary skills. After that, a pre-test on dictionary skills was given. The test was administered during a 45-minutes lesson. The treatment in the form of direct teaching of dictionary reference skills was given to the experimental group. The dictionary skills training course was given in 12 sessions over the course of four weeks. The material on dictionary use was integrated into the language course and taught in normal class time.

The results of the questionnaire revealed that most subjects did not receive training in dictionary skills, and neglected studying the front matter instructions in their dictionaries. Most of the students were confident of their dictionary skills and believed such skills could be learned, which may imply that they naturally learned dictionary skills while using their dictionaries. However, the results of the pre-test showed that the subjects had performed rather poorly. They also found that the performance of the experimental group improved substantially and significantly after joining the training programme. This result proposes that teaching dictionary use to students at this level can be effective in assisting them to use dictionaries more efficiently. They concluded that future research in this area should identify the most effective training procedures for specific dictionary skills, user levels and types. Ashraf (2010) conducted a survey to measure the frequencies of the strategies of the advanced learners of Urdu while using monolingual Urdu dictionaries and their attitude towards the use of monolingual Urdu dictionary in Pakistan. Her study deals with a description of design features of a pedagogical monolingual Urdu learners' dictionary for the advanced learners of Urdu on the tradition set by the COBUILD dictionary. She selected 400 students (169 male and 231 female) and 87 teachers of Urdu. Data was collected through a questionnaire.

The study reported that the subjects were much aware of the notion of dictionary and its use. A large number of subjects reported using dictionaries at Intermediate level than at Secondary level. Learners showed a tendency of using dictionaries for looking up meaning, pronunciation, grammatical information and the usage of the words and the same information were reported by the teachers. A high frequency was calculated when the learners were asked about the use of dictionaries available in the institution, referring to the appendices of dictionaries, and writing the meanings of words on the text they read. A low frequency was reported about getting information about the words from the glossaries of the text-books as they did not provide all information about words. The subjects showed dissatisfaction with the dictionaries concerning definition. The teachers of Urdu also thought that learners should

be encouraged to use dictionaries while learning Urdu. Teachers were dissatisfied with current dictionaries.

Ahmad (2010) explored the historical development of Urdu lexicography in Pakistan. The focus of his study was on the development in the macrostructure and microstructure of the selected types of Urdu dictionaries. These dictionaries were categorized under four major types: (a) general-purpose dictionaries, (b) pedagogical dictionaries, (c) LSP dictionaries, and (e) historical dictionaries. The present study is qualitative in nature. A checklist regarding macro- and micro- structures of a dictionary was prepared and was used as a tool for data collection. Different features of the macrostructure including: preface/introduction, user's guide, list of abbreviations, pronunciation symbols, encyclopaedic note, word list, index, appendices, information label; and features of the microstructure including headword, spelling, pronunciation, inflections, word class, senses, definition/s, examples, usage, cross reference, illustration, run-ons, etymology were used for analysis. He selected 22 general-purpose dictionaries, 05 pedagogical dictionaries, 15 LSP dictionaries, and 03 historical dictionaries for analysis. His study reported:

General purpose dictionaries offer the features of macrostructure such as: contents (13.63%), preface (90.90%), introduction (27.27%), and user's guide (4.54%), list of abbreviations (68.18%), pronunciation symbols (4.54%), encyclopaedic note (13.63%), appendices (4.54%), and alphabetic list of words (100%). Features of microstructure of the general-purpose dictionaries include: Spelling (100%), pronunciation (90.90%), definition (40.90%), examples (31.81%), word class (59.09%), senses (50%), cross reference (27.27%), origin (54.54%), run-ons (13.63%). Pedagogical dictionaries offer the features of macrostructure such as: preface/introduction (80%), and alphabetic list of words (80%). Other features of macrostructure are missing. Features of microstructure of the Pedagogical dictionaries include: Spelling (80%), pronunciation (60%), examples (40%), usage (60%), word class (40%), senses (40%), cross reference (20%), illustration (20%), inflections (20%), and run-ons (40%). LSP dictionaries offer the features of macrostructure such as: contents (20%), preface/introduction (100%), and user's guide (13%), list of abbreviations (13%), pronunciation symbols (13%), appendices (6%), and alphabetic list of words (100%).

Features of microstructure of the LSP dictionaries include: Spelling (100%), pronunciation (61%), definition (46%), examples (33%), usage (6%), word class (13%), senses (50%), cross reference (20%), illustrations (6%), and run-ons (13%). Historical dictionaries offer the features of macrostructure such as: contents (66.6%), preface (100%), and user's guide (33.3%), list of abbreviations (66.6%), pronunciation symbols (33.3%), encyclopaedic note (66.6%), appendices (33.3%), information label (33.3%) and alphabetic list of words (100%). Features of microstructure of the historical dictionaries include: Spelling (100%), spelling variant (33.3%), pronunciation (33.3%), definition (66.6%), order of definition (33.3%), usage (100%), examples (31.81%), word class (100%), senses (50%), cross reference (66.6%), origin (33.3%), run-ons (66.6%), contextual quotation (100%), and senses (66.6%). Sibtain (2011) carried out a research on dictionary structure and its use with respect to the Punjabi dictionaries in Pakistan. His study aimed at describing an overall assessment of Punjabi dictionaries with reference to: (a) their design features, (b) attitudes of their users, (c) prospects of developing them into more user-friendly dictionaries, and (d) the need of developing a corpus for compilation of better dictionaries. The study is important in many respects (Sibtain: 2011):

1. It is the first study of its kind as there is no study on the state of
2. Punjabi lexicography in Pakistan.
3. Both monolingual and bilingual dictionaries are analyzed extensively.
4. Gaps between lexicographic practice in the modern age and one adopted in these dictionaries were identified.
5. Possibilities for making pedagogical dictionaries were explored.

6. Suggestions as to how the gap could be bridged were made. The study is descriptive by nature. Both qualitative and quantitative approaches were used. The data regarding the design features is provided by the dictionaries themselves and the opinions of the learners and teachers of Punjabi were collected through a questionnaire and semi-structured interviews respectively. He selected 403 (258 male and 145 female) Punjabi-speaking students as the subjects of his study. Regarding the attitudes of the learners towards dictionaries, the study reported: 188 (46.65%) respondents owned bilingual dictionary and 35 (8.68%) respondents owned monolingual dictionary. 163 (40.44%) respondents found dictionaries useful in learning Punjabi. 213 (52.85%) subjects were of the opinion that dictionaries provided the meaning they looked up. About inclusion of the information in the monolingual dictionary, the study reported: alphabetic order 205 (50.86%), entries in canonical order 36 (8.93%), senses 66 (16.37%), collocation 05 (1.24%), spelling 190 (47.14%), definitions 148 (36.72%), grammar 302 (74.93%); and examples 101 (25.6%). 299 (74.19%) respondents were of the opinion that using dictionaries is a time-consuming task. Regarding the design features of dictionaries, the study reported that both macro-structure and micro-structures lack in many important elements. The users of Punjabi dictionaries use dictionaries for decoding purpose.

Al-harbi (2012) conducted a study to investigate empirically the impacts of dictionary strategy instruction and exposure on the dictionary performance, perceptions and attitudes towards dictionary use, and knowledge of dictionary strategy and use by tertiary students of English in Saudi Arabia. The main purpose of this research was to assist students of English in Saudi Arabia in learning how to use an English-Arabic dictionary and how to deal with unknown words in English. To achieve this goal, the study was carried out in two phases: Phase I, which was of an exploratory nature, was performed to reveal a number of issues that were assumed to be essential for the second phase. The findings of phase I were used as key points for phase II in deciding on the strategies to be included in the dictionary strategy instruction course, as well as to match these strategies with the students' problems with the dictionary. Based on the results from phase I, dictionary strategy instruction sessions were planned to be used in phase II, which aimed at looking at the consequences of dictionary strategy training on students' performance and on their attitudes towards dictionary use. It also tried to examine the effects of this training on students' knowledge and use of strategy, as well as on their perceived value of the use of strategy.

Data were collected by means of questionnaires, interviews, observation and students interview feedback. The study was carried out in two phases; phase I, in which 14 participants were chosen to carry out the interviews, and in which the questionnaire was conducted on 77 male students in the preparatory year at the College of Applied Health Science of Qassim University in Saudi Arabia; and phase II where four participants were chosen for the training in dictionary use through a one-to-one tutorial mode. The data in the second phase were collected through observation and students interview feedback. The findings from phase I of the study indicated that the Saudi students did not have appropriate knowledge of their own dictionary. It revealed some instances of failing to take advantage of the potential of dictionary use for language learning and identified factors behind this ineffective use. It demonstrated that the teacher's role was essential in this respect and could directly influence the process of implementation of dictionary skills training in the classroom.

The results of phase II demonstrated that strategy training was effective in disseminating the knowledge and skills required of students in using their dictionaries to solve linguistic problems. More importantly, the results showed that the strategy training approach holds great potential for developing students' independence and that it leads them towards greater autonomy. Thus, it is recommended that training be provided for English language learners to optimize their use of this important tool.

The study reported that: 97.4% of the participants owned at least one dictionary. 49.3% owned bilingualized English-English-Arabic dictionary, 44% bilingual English-Arabic dictionary, 5.3% bilingual Arabic-English dictionary, 1.3% monolingual English dictionary. About the inclusion of information in the dictionary, the participants reported that: alphabetical order (94.6%), pronunciation (71.6%), grammatical information (68.9%), example (64%), derivation (53%), usage (45%), pictorial illustration (36%), collocation (28%), origin of the words (38%), synonyms and antonyms (47%). About the look-up habits, the study reported that: 66 students out of 77 reported that they always and sometimes refer to the dictionary to consult the meaning of a word in Arabic, 67% of the students chose to refer always and sometimes to their dictionary for spellings, 14% and 24% of the students chose to always and sometimes check their dictionary for pronunciation, 47% of the participants reported referring to the dictionary in order to check parts of speech, sometimes, often or always, 29% stated that they always or sometimes refer to their dictionary to obtain this type of information, 25% of the students reported that they always or sometimes look up a word for its derivation, 54% of the students stated that they either rarely or never check their dictionary for countability, 17 students stated that they always/sometimes refer to their dictionary to check verb tense. The study also showed the statistical findings for the difficulties that students encounter when using their dictionaries: pronunciation (76.6%), grammatical information (58%), selection of the right word (45%), confirmation of a correct word (39%), examples (46%), and definition of words (27%). 86% of the participants reported that training on k2dictionary should be integrated into foreign-language classes and 87% reported that teaching dictionary should be introduced in the curriculum of secondary level. The review of literature reveals that the lexicographic research has seen a tremendous incursion and researchers are exploring dictionaries from various perspectives like: learners' reference skills, look-ups, encoding and decoding ability, the users' need, the effect of dictionaries on translation, vocabulary learning and design features of dictionaries and it is also evident from the review of literature that most of the lexicographic research is carried out mainly outside Pakistan and, therefore, it has a little relevance to our situation. Siraiki is one of the prominent local languages of Pakistan. Though there are bodies like Siraiki Adabi Boards, Majalises (Councils) and Academies, yet research in Siraiki language in general and in Siraiki lexicography in particular is almost negligible. Thus, the present study on Siraiki lexicography, as a dire need of time, will usher in a new era of lexicographic research in Pakistan.

Research Methodology

The study is of exploratory nature; qualitative approach is used. The aim of the study is to examine the design features regarding the micro-structure of the existing Siraiki dictionaries and to assess the usefulness of these dictionaries. The approach of documentary analysis is employed to carry out this research. According to Punch (1998), 'some studies might depend entirely on documentary data'; and the present study is one of this type. A study of the design features regarding the micro-structure of the existing Siraiki dictionaries reveals how they meet the learner's needs. The main source of data is the Siraiki dictionaries available in Pakistan.

Data Collection

Data was collected by conducting a survey of the libraries, such as: Bahauddin Zakariya University, Multan and the Islamia University Bahawalpur; and the private libraries of Shaukat Mughal, Jamsheed Claunchvi and Sajjad Haider Pervaiz; and from the publishers such as Siraiki Adabi Board, Multan, Jhoke Publishers, Dolat Gate, Multan and the Siraiki Adabi Majlis, Bahawalpur.

Limitations in Data Collection

The present study aimed at tracing the micro-structural development and the usefulness of the existing Siraiki dictionaries which were available in Pakistan. The researcher was successful in collecting Siraiki dictionaries and glossaries.

Data Collection Tool

A checklist was prepared as a research tool for the analysis of Siraiki dictionaries. The present study aimed at reviewing the development in the micro-structures of Siraiki dictionaries. According to Jackson (2002), it was not possible for the reviewer 'to read the full text of a dictionary, he finds other methods such as sampling, or having a carefully selected checklist of items and features to investigate'. It means that checklist is the best tool for the analysis of a dictionary. The studies of Hartmann (1983), Bergenholtz and Trap (1995), Béjoint (2000), Hartmann (2001), Landau (2001), Jackson (2002), Bowker (2003), Ahmad (2009, 2010) and Ayoub (2020) were referred to in compiling the checklist. Following features of the micro-structure of dictionaries were included in the checklist.

Microstructure

Microstructure is 'the internal design of the reference unit ---it provides detailed information about the headword, with comments on its formal and semantic properties such as spelling, pronunciation, grammar, definition, usage, etymology' (Hartmann and James, 1998). Bergenholtz and Trap (1995) include 'grammar, word combinations, synonyms and antonyms, linguistic labeling, pronunciation, examples and illustrations in the microstructure of dictionary'.

1. Headword

It is 'the form of a word or phrase which is chosen for the lemma, the central position in dictionary structure where an entry starts from-and is marked typographically by bold letters' (Hartmann and James, 1998).

2. Spelling

It is 'the conventionalized system of representing speech by writing in a particular language' (Hartmann and James, 1998). The standard spellings of headwords and their variants are also included as dictionaries give information about spelling. (Jackson, 2002)

3. Pronunciation

It is 'the form, production and representation of speech' (Hartman and James, 1998). Pronunciation of the headwords is given right of the headword. It is given 'within rounded () or slash // brackets together along with variation if any' (Jackson, 2002). The stress pattern is also provided in the pronunciation. Every dictionary employs a specific system of describing the pronunciation which is discussed in the front matter. However, such a system of pronunciation is preferred as is favoured by the native-speaker and 'a respelling system can work rather well among native speakers' (Landau, 2001).

4. Inflections

It is 'the making of grammatical function by means of morphology e.g. to show case or number' (Hartmann and James, 1998). Inflections may be of two types: regular and irregular. 'Regular inflections are discussed in the same entry but the irregular inflections are treated as separate entry in to word-list' (Jackson, 2002).

5. Word Class

Word class may be viewed through as a 'grammatical role words or phrases play in sentences- these grammatical labels are placed between the head word and definition' (Hartmann and James, 1998). 'It is one of the traditions of lexicography to identify the word class/es or part/s of speech that each lexeme in dictionary belongs to the traditional terms. Usual abbreviations are: noun (n), verb (v), adjective (adj), adverb (adv), pronoun (pron), preposition (prep) conjunctions (conj) and interjection (interj)' (Jackson 2002). According to Landau (2001), 'grammatical information is more essential for a person who is trying to learn a foreign language than for the native speakers'.

6. Senses

Sense is 'one of the several meanings that can be established for a word or phrase and covered by a definition in a reference work' (Hartmann and James, 1998). 'Where a lexeme has more than one meaning, each sense is usually numbered; where sense, or group of senses belong to a different word-class or sub-class, it is indicated before the sense/s concerned' (Jackson, 2002).

7. Definition

It is 'a component part in the microstructure of a reference work which explains the meaning of a word, phrase or term'. The definition serves an essential function. It is the place 'where compilers locate and users find semantic information' (Hartmann and James, 1998). 'Clear, complete and accurate' definition should be given in the dictionary (Hartmann, 1983). According to Jackson (2002), 'the definition should be simple than the word itself and it should not be circular or rounded'. Zgusta (1971) enumerates the following principles of defining:

1. All words within a definition must be explained.
2. The lexical definition should not contain words 'more difficult to understand' than the word defined.
3. The defined word may not be used in its definition, nor may derivations or combinations of the defined word unless they are separately defined.
4. The definition must correspond to the part-of-speech of the word defined.

Landau (2001) believed that, 'the most essential elements of meaning come first, the more incidental elements later'.

Translation Equivalents:

Bilingual dictionary as a kind of reference work deals with two languages where meanings are provided mainly in the form of equivalents where the concept of different sense calls for rather a refined approach to organize various equivalents keeping in view the semantic relation both in target language and source language.

8. Examples

It is 'a word or phrase used in a reference work to illustrate a particular form or meaning in a wider context, such as sentence. Examples can either be based on objective evidence (e.g. from a citation file or corpus) or be invented by the compiler (editorial example)' (Hartmann and James, 1998). In Lexicography, example means, use of 'word in context' (Bergenholtz and Tarp, 1995).

9. Usage

It is 'a collective term for various judgments or aspects of language' (Hartmann and James, 1998) and according to Landau (2001), 'usage refers to any or all uses of language, spoken or written'. 'All dictionaries have a set of labels to mark words or senses of words that are restricted in some way in the contexts in which they may occur. The contextual restrictions may be geographical (i.e. dialectal), historical (e.g. archaic, dated, obsolete, and historical), stylistic (i.e. formal/informal), according to topic (e.g. Botany), on the basis of status (taboo, slang, vulgar slang) and on the basis of effect (e.g. derogatory, pejorative, appreciative, humorous or jocular)' (Jackson, 2002).

10. Cross References

It is 'a word or symbol in a reference work to facilitate access to related information' (Hartmann and James, 1998).

11. Illustrations

It is 'a drawing, diagram or photograph which is intended to clarify the definition of a concept. Illustrations may take the form of representations of single items or group of related items in diagrams, tables, charts or maps' (Hartmann and James, 1998). According to Zgusta (1971) quoted in Landau (2001), the basic purpose of illustration is 'to depict unusual or unfamiliar things'.

12. Run-ons

It is 'a word or phrase which is not given separate headword status but is cited as a sub-entry under a related word or phrase' (Hartmann and James, 1998). According to Landau (2001), all dictionaries adopt the practice of using 'run-on entry' to conserve space. Many regularly formed adverbs are given run-on entries at the end of the adjectival definitions. Idioms, phrasal verbs and derivations which are not treated as separate headwords and are not defined are given as run-ons and are rendered in bold type (Jackson, 2002).

13. Etymology

It is 'the origin and history of the elements in the vocabulary of the language' (Hartman and James, 1998). According to Jackson (2002), etymology is conventionally written 'in square brackets as the final item in the entry'.

Delimitation of the Study

The present study is limited only to the analysis of Siraiki dictionaries being used and compiled in Pakistan. The study focuses on available Siraiki dictionaries and seeks to provide insights into the prospects of compiling a learner's dictionary which is pedagogical in approach and is meant for the learners of the language. Encoding dictionaries are the main focus of the study.

Data Analysis

The Developments in the Micro-structure of Siraiki Dictionaries before the Creation of Pakistan

S. No.	Name of the Dictionary	Publishing Year	Features of Microstructure used in the dictionary
1	Nisaab Zaroori (Obligatory Curriculum)	1797	NIL
2	Glossary of the Agricultural Terms	1856	
3	Glossary of the Multani Language	1881	Spellings Variant of Spellings Definition Usage Word Class
4	Grammar and Dictionary of Western Punjabi	1899	Spelling Variant of Spellings Definition Word Class
5	Dictionary of Jatki or Western Punjabi	1900	Spellings Variants of Spelling Definitions Usage World Class

Table 1

Table 1 reveals the fact that these dictionaries use very limited features of microstructure of dictionary which cannot be compromised in any case according to modern lexicographic practice. Features of microstructure, such as: pronunciation, sub senses, examples, usage, cross reference, illustration, run-ons, inflections, derivations and senses and etymology are not used by a single compiler. On the basis of the table 1, the percentage of inclusion of information in the micro structure of the dictionaries is calculated.

Percentage of Features Included in the Structures of Siraiki Dictionaries before the Creation of Pakistan

S. No.	Name of the Dictionary	Percentage of Features included in the Microstructure
1	Nisaab Zaroori (Obligatory Curriculum)	06.67%
2	Glossary of the Agricultural Terms	NIL
3	Glossary of the Multani Language	26.66%
4	Grammar and Dictionary of Western Punjabi	26.66%
5	Dictionary of Jatki or Western Punjabi	33.33%

Table 2

It is evident from table 2 that the dictionaries use very limited features regarding the microstructure of dictionary. Five dictionaries are taken as sample and their structures are analyzed on the basis of check list given in research methodology. Fifteen features of microstructure of the dictionary are included in the checklist and on the basis of this checklist, four dictionaries are analyzed. Glossary of the Agricultural Terms could not be found by the researcher. But the analysis of the dictionaries shows that these dictionaries employed limited features due of course to the various factors like lack of funds absence of lexicographic training, involvement of individual rather than a team and availability of corpus. Nisaab Zaroori (Obligatory Curriculum) utilizes 6.66% features of microstructure of the dictionary. Glossary of the Multani Language employs 26.66% features of microstructure of dictionary. Grammar and Dictionary of Western Punjabi includes 26.66% features of microstructure of the dictionary. Dictionary of Jatki or Western Punjabi entertains 33.33% features of microstructure.

The overall analysis of the micro-structure of the dictionaries reveals the fact that these dictionaries use very limited features. There is a little bit of development in the micro-structure of dictionaries which is not worth mentioning. The analysis shows the fact that many important features are ignored by the compilers.

Developments in the Microstructure of Siraiki Dictionaries before the Creation of Pakistan

S. No	Feature	Number of Dictionaries which include the Feature	Percentage
1	Spellings	03	75%
2	Variant of Spellings	03	75%
3	Pronunciation	00	00%
4	Definition (Main Sense)	04	100%
5	Definition (Sub Sense)	00	00%
6	Examples	00	00%

7	Usage	01	25%
8	Cross Reference	00	00%
9	Illustration	00	00%
10	Run-ons	00	00%
11	Inflections	00	00%
12	Derivations	00	00%
13	Word Class	03	75%
14	Senses	00	00%
15	Etymology	00	00%

Table 3

It is clear from the analysis that the dictionaries of Siraiki provide limited features of microstructure and no significant indication regarding their compiler's awareness of these structures is witnessed. Now, we calculate the percentage of inclusion of different features of microstructure in Siraiki dictionaries.

Analysis of the Features of Microstructure Used in the Siraiki Dictionaries before the Creation of Pakistan

Table 3 shows that 75% dictionaries give the spelling and their variants, 100% dictionaries define the headwords in the form of synonyms (only equivalents are given), 25% dictionaries provide note on usage and 75% dictionaries offer the grammar of the lexical items. The rest of the features of the macrostructure, such as: pronunciation, sub sense, examples, cross reference, illustration, run-ons, inflections, derivations, senses and etymology are not employed by a single dictionary.

The Developments in the Micro-structure of Siraiki Dictionaries after the Creation of Pakistan

S. No	Name of the Dictionary	Publishing Year	Features of Microstructure used in the dictionary
1	Dar-o-Gauhar	1952	Spellings Main Sense
2	Lughaat-e-Siraiki (Dictionary of Siraiki)	1965	Spellings Main Sense Illustration
3	Siraiki Sammal (Heritage of Siraiki)	1977	Spellings Main Sense
4	Lughaat-e-Dilshadia: Urdu to Siraiki (Dictionary of Dilshad: Urdu to Siraiki)	1979	Spellings Main Sense
5	Naveekli Siraiki Urdu Dictionary (Solitary Siraiki to Urdu Dictionary)	1980	Spellings Main Sense Etymology

6	Lughaat-e-Dilshadia: Siraiki to Urdu (Dictionary of Dilshad: Siraiki to Urdu)	1981	Spellings Main Sense
7	Lughaat-e-Fareedi (Dictionary of Fareed)	1984	Spellings Main Sense Etymology
8	Chand Siraiki Istalahaat wa Mutaradifaat (A few Siraiki Terms and Synonyms)	1999	Spellings Main Sense
9	Qadeem Siraiki Urdu Lughat (Archaic Siraiki Urdu Dictionary)	2004	Spellings Main Sense
10	Pehli Waddi Siraiki Lughat (The First Large Siraiki Dictionary)	2007	Spellings Main Sense World Class Etymology
11	Shaukat-ul-Lughaat (Dictionary of Shaukat)	2010	Spellings Main Sense World Class Etymology
12	Poothi	2011	Spellings Main Sense

Table 4

Table 4 reveals the fact that very limited features of the microstructure are used in these dictionaries. Not a single dictionary uses these features of microstructure, such as: variant of spelling, pronunciation, sub senses, examples, usage, cross reference, run-ons, inflections, derivations and senses. On the basis of the table 4, the percentage of inclusion of information in the micro structure of the dictionaries is calculated.

Percentage of Features Included in the Structures of Siraiki Dictionaries after the Creation of Pakistan

S. No	Name of the Dictionary	Percentage of Features included in the Microstructure
1	Dar-o-Gauhar	13.33%
2	Lughaat-e-Siraiki (Dictionary of Siraiki)	20%
3	Siraiki Sammal (Heritage of Siraiki)	13.33%
4	Lughaat-e-Dilshadia: Urdu to Siraiki (Dictionary of Dilshad: Urdu to Siraiki)	13.33%

5	Naveekli Siraiki Urdu Dictionary (Solitary Siraiki to Urdu Dictionary)	20%
6	Lughaat-e-Dilshadia: Siraiki to Urdu (Dictionary of Dilshad: Siraiki to Urdu)	13.33%
7	Lughaat-e-Fareedi (Dictionary of Fareed)	20%
8	Chand Siraiki Istalahaat wa Mutaradifaat (A few Siraiki Terms and Synonyms)	13.33%
9	Qadeem Siraiki Urdu Lughat (Archaic Siraiki Urdu Dictionary)	13.33%
10	Pehli Waddi Siraiki Lughat (The First Big Siraiki Dictionary)	26.66%
11	Shaukat-ul-Lughaat (Dictionary of Shaukat)	26.66%
12	Poothi	13.33%

Table 5

A holistic look on the lexicographic development of Siraiki provides insights to make a general estimate which is as follows. Table 5 shows that the dictionaries of Siraiki use very limited features regarding the microstructure of dictionary. Twelve dictionaries are taken as sample and their structures are analyzed on the basis of check list given in research methodology. Fifteen features of microstructure of the dictionary are included in the checklist and on the basis of this checklist, all the dictionaries were analyzed. But the analysis of the dictionaries reveals that these dictionaries utilize limited features. The analysis of the microstructure of the dictionary unfolds that the dictionaries of Siraiki provide limited features of microstructure of the dictionary. Only two dictionaries, such as: 'Pehli Waddi Siraiki Lughat [The First Large Siraiki Dictionary] (2007) and Shaukat-ul-Lughaat [Dictionary of Shaukat] (2010)' use 26.66% features of microstructure; three dictionaries, such as 'Lughaat-e-Siraiki [Dictionary of Siraiki] (1965), Naveekli Siraiki Urdu Dictionary [Solitary Siraiki to Urdu Dictionary] (1980) and Lughaat-e-Fareedi [Dictionary of Fareed] (1984)' include 20% features of microstructure; and seven dictionaries, such as: 'Dar-oGauhar (1952), Siraiki Sammal [Heritage of Siraiki] (1977), Lughaat-e-Dilshadia: Urdu to Siraiki [Dictionary of Dilshad: Urdu to Siraiki] (1979), Lughaat-e-Dilshadia: Siraiki to Urdu [Dictionary of Dilshad: Siraiki to Urdu] (1981), Chand Siraiki Istahaat wa Mutaradifaat [A few Siraiki Terms and Synonyms] (1999), Qadeem Siraiki Urdu Lughat [Archaic Siraiki Urdu Dictionary] (2004) and Poothi (2011)' utilize 13.33% features of microstructure.

The overall analysis of the micro-structure of the dictionaries exposes the fact that these dictionaries used very limited features. They are not well formed and are not user-friendly. There is a little bit of development in the structures of dictionaries which is not worth mentioning. The analysis reveals that many important features are ignored in Siraiki Dictionaries.

Developments in the Microstructure of Siraiki Dictionaries after the Creation of Pakistan
We calculate the percentage of inclusion of different features of microstructure in Siraiki dictionaries.

Analysis of the Features of Microstructure Used in the Siraiki Dictionaries after the Creation of Pakistan:

S. No	Feature	Number of Dictionaries which include the Feature	Percentage
1	Spellings	12	100%
2	Variant of Spellings	00	00%
3	Pronunciation	00	00%
4	Definition (Main Sense)	12	100%
5	Definition (Sub Sense)	00	00%
6	Examples	00	00%
7	Usage	00	00%
8	Cross Reference	00	00%
9	Illustration	01	00%
10	Run-ons	00	00%
11	Inflections	00	00%
12	Derivations	00	00%
13	Word Class	02	16.66%
14	Senses	00	00%
15	Etymology	04	33.33%

Table 6

Table 6 shows that all the dictionaries as well as glossaries include headwords with spellings. Spellings of headwords are given in all the dictionaries. 100% dictionaries include spellings, 100% dictionaries define the headwords in the form of synonyms (only equivalents are given), and 16.66 % dictionaries offer the grammar of the lexical items and origin of the lexical items is provided by 33.33% dictionaries. The rest of the features of the macrostructure, such as: variant of spelling, pronunciation, sub sense, examples, illustrations, usage, cross reference, run-ons, inflections, derivations and senses are not used by a single dictionary.

Findings and Conclusion

The major findings of the study relate to the evaluation of the design features of the Siraiki dictionaries, user's attitude towards them and statement of the valid opinion on the existing dictionaries. Features of micro-structure of all the dictionaries were examined on the basis of checklist. An effort has been made to explore how far these dictionaries are user-friendly and what features render these dictionaries less useful. Seventeen dictionaries and glossaries of the Siraiki Language were collected from a variety of sources. With the exception of one seventeen dictionaries and glossaries were analyzed extensively as the dictionary could not be found despite maximum effort. The findings of these sixteen dictionaries after their analysis are as under:

Overall Analysis of the Micro-structure of Siraiki Dictionaries

S. No	Features of Micro-structure	No. of Dictionaries Using This Feature	Percentage
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1.	Head word	15	93.75%
2.	Spellings	15	93.75%
3.	Variant of spellings	03	18.75%
4.	Pronunciation	Nil	00%
5.	Definition (Main sense)	16	100%
6.	Definition (sub sense)	01	6.25%
7.	Examples	Nil	00%
8.	Usage	02	12.5%
9.	Cross reference	Nil	00%
10.	Illustration	01	6.25%
11.	Run-ons	Nil	00%
12.	Inflections	Nil	00%
13.	Derivations	Nil	00%
14.	Word class	05	31.25%
15.	Senses	Nil	00%
16.	Etymology	05	31.25%

Table 7

The analysis of micro-structure of these dictionaries revealed ratios as: 93.75% of them provided head word and spellings, 18.75% gave spelling variants, 100% dictionaries defined head words in the form of one-word equivalent(s), 6.25% dictionaries gave the sub sense of the head word and illustrations, 12.5% dictionaries provided the usage and 31.25% dictionaries used the features of word class and etymology. The rest of the features like pronunciation, examples, cross reference, run-ons, inflections, derivations and senses were found absent. The absence of these features clearly points out the gaps in lexicographic practice and, thus, renders the dictionaries rather less user-friendly and effective.

Review of Research Questions

- *Does the information provided in the Siraiki dictionaries suffice to cater to the needs of the users from a pedagogical viewpoint and how can the existing dictionaries be improved to make them user-friendly?*

Though, the Siraiki dictionaries do have a structure yet they don't fulfil the needs of the learners fully. The principal needs include provisions of meaning in the most convenient manner. Most of the dictionaries were written by individuals relying on their own capacity and range of knowledge. Most of the lexis are found missing and meanings of certain words are ambiguous, misleading and obsolete. Many of the entries don't follow the standard format of inclusion of entry. Besides, the sub sense and run-ons are insufficient for the requirements of the learners. Spelling variants are most of the time not given and if given are very confusing. Only one-word equivalents are given in almost all the dictionaries. No illustrations or examples have been provided to help the learner get the sense of the word. Another flaw in these dictionaries is that they have never been revised and updated since the publication of their first print. These dictionaries contain most of the old / obsolete vocabulary which renders them ineffective and less user-friendly. Word grammar is missing or also totally compromised.

The dictionaries written by the orientalists employ 'Roman Head-Words' which are incomprehensible to the learners. No dictionary gives pronunciation guide of the spoken Siraiki language. So, the non-native or even the educated Siraiki speakers can't learn the true sounds of the language. This aspect has sadly made the dictionaries quite useless and a drug on the market. Another defect in these dictionaries that makes them defective is the lack of contextual meanings of the words which can rightly be associated to the absence of monolingual dictionary.

Bilingual lexicography relies on monolingual dictionary for the selection of lexis and explanation of their meaning and in the absence of a good monolingual dictionary, it is hard to find a good bilingual dictionary as is the case in Siraiki. No compiler paid heed to this aspect of the lexicon. No cross references are provided to understand the connotative meanings of the words. It becomes very difficult for the users to find run-ons which most of the standard dictionaries make use of. Seriously lacking in the derivative aspect, the dictionaries are limited to only a single word equivalent which at many places don't help understand the meaning to the learners. The learners are also in a fix when the dictionaries even lack in the true word orders alphabetically. The Siraiki dictionaries are also in want of encyclopaedic notes which are the vital feature in modern bilingual dictionaries. These dictionaries are not apparently written with view to fulfilling the needs of the learners rather to preserve and document the lexis each lexicographer knew. Pedagogical aspects of the dictionaries are not kept in view while making them. Thus, these dictionaries don't meet the academic needs of the learners. Since, no lexicographic work is being done in this respect in the Siraiki language, there is a lot to be done to make them up to date and standardized. A lexicographic body comprising professionals and linguists is, thus, a dire need of the time to organize and pattern a good monolingual dictionary relying both on the existing dictionaries and corpus.

The study revealed many shortcomings including their being less user-friendly. Dictionary is a reference tool helps guide the language learners. It provides a road map for the edifice of language. The study proves that there is great room for the improvement and betterment of these dictionaries. Corpus based and user's-oriented dictionaries should be compiled. The compilers should follow modern lexicographic principles. There is a dire need to improve and better the micro-structures of the Siraiki dictionaries. A minute observation of the previously compiled dictionaries shows that proper attention must be given to 'head words' or 'lemma' in order to make them user-friendly. Spellings, their variants, pronunciation and the grammar related to the head words should be given with diacritical marks. All aspects of the meanings should be discussed and illustrated with usage and examples. Cross references must be given to understand the semantics of the words. Pictorial illustration should be given so that the user may be able to understand the difficult and confusing lexicons. Run-ons, inflections and derivations should be made part of the micro-structure of the dictionary. Another aspect which needs attention is the etymology of the words. The origin of the words must be given where possible to understand the cultural aspects of the head words. In short, all the features regarding macro and micro-structures should be observed strictly and meticulously to improve the Siraiki dictionaries. All the suggested features could be included in these dictionaries only if a lexicographic body is established which so far in a distant hope.

➤ ***Do the overall presentation i.e. formatting, editing, etc. of the available Siraiki dictionaries satisfy the modern learners?***

Dictionary compilation is not at all a job of an individual in the present-day world as it entails involvement of lexicographers and linguists from planning to editing. Almost all the Siraiki dictionaries have been compiled by the individuals. No editorial boards or lexicographic body has been reported to be involved in this process. Each lexicographer of the Siraiki dictionary has tried to share his personal knowledge and experience in his manuscript. Thus, no scientific method is used in the compilation of any of the Siraiki dictionaries. No Lexicographer took pains to compile the dictionary following all the features of macro and micro-structures of the

dictionary. No dictionary meets the modern lexicographic theory and practice. Dictionaries have been compiled by the compilers keeping in view their own objectives instead of the academic or social needs of the people. The survey clearly reported that few of them are user-friendly they are rather individual centered. Modern postulates of compiling a dictionary are mostly ignored by the lexicographers. Thus, the overall presentations of these dictionaries fail to come up to the needs and requirements of the learners. The formatting style is based on traditional normative principle which is rather out dated in the modern context and doesn't suit the principles of modern lexicography. No heed is paid to the editing of the matter. No revisions are ever made in the dictionaries since their compilation as typos and errors at various levels are common and widespread. Thus, many of the obsolete and outdated words still occupy a good deal of place in these dictionaries. Besides, a lot of entries do not follow the alphabetical entry pattern which makes it difficult to look up meaning of the lexis. Thus, there is great room for the improvement and updating of these dictionaries. Micro-and macro-structures are most of the time chosen haphazardly. It strengthens the view that even the compilers were ignorant of the basic structures of dictionary making.

➤ ***Is there any development in the micro-structure of dictionaries compiled before the creation of Pakistan?***

Siraiki is one of the oldest languages of the Indus valley. It is widely spoken in many parts of Indian sub-continent. It is a rich depository of moral, cultural and social traditions of the speakers. It has always been an underprivileged and neglected language before the establishment of Pakistan. Thus, the literature written in this language has not been duly acknowledged in the corpus of national and international literature. The writers of this language never enjoyed due recognition on that footing which the writers of other languages of the Indus valley availed of. Despite that, the lovers of the Siraiki language continued their efforts to keep it alive and throbbing in their own capacities. Officially, this language came under the pressure of other languages of the Indus valley due to the lack of patronage on behalf of the government. It has never been given the status of academic language during all this period. The dictionaries compiled before the establishment of Pakistan are the desperate effort to keep Siraiki in the main stream of the languages of Indus valley. Besides, the dictionaries were compiled by locals as well as orientalisists for their own specific needs. Although, almost all the dictionaries have lots of structural flaws and lacking yet their importance in the sustenance of the language can't be denied as they provide a formidable evidence to comment on the lexicographic practice. The first ever dictionary 'Nisaab Zaroori' was written by Maulvi Khuda Bukhsh Sabir Jarrah in 1797. With respect of microstructure, the first ever dictionary 'Nisaab Zaroori' utilizes only two features of micro-structure and this ratio amounts to 12.5%. The last dictionary in this regard 'Dictionary of Jatki' uses seven features of micro-structure. Thus, the percentage amounts to 43.75%. This clearly shows that there is a little bit improvement in its micro-structure as compared to other dictionaries. Still the important features of micro-structure are ignored. Hence, it doesn't come up to the modern standards of lexicography. There is great room for betterment in it to bring it in line with the international standard.

➤ ***Is there any development in the micro-structure of dictionaries compiled after the creation of Pakistan?***

Since, Siraiki has been a much ignored and underprivileged language, no attention has ever been given to uplift this regional language spoken in the wide area of Pakistan. Almost all the dictionaries are the result of individual efforts of the Siraiki language lovers. Lack of official patronage for this language has also hampered the way of its progress. So, there happens to be no visible change for the betterment of their structures. The compilers of these Siraiki dictionaries did compilation out of their affection and love for their mother tongue. The compilers often lacked resources, finance and proper methodologies to compile them. Thus, the structures used in these dictionaries don't follow the standard lexical approach just like

proper examples, illustrations, run-ons, inflections, word class and etymology etc. The compilers were not professional lexicographers so they never knew how to compile a standard or specialized dictionary. The available dictionaries do not come up to the criterion of good pedagogical dictionaries in any respect as the findings of the survey reveals a very low ration regarding their possession and usage on the part of learners. Regarding the micro-structure, same condition exists. Dar-o-Gohar utilizes only three features regarding its micro-structures while 'Poothi' utilizes only three features of micro-structures. The statistics clearly show that there has been little improvement in the micro-structures of the dictionaries. Thus, the compilers kept on following the dictionary tradition and rules of compiling dictionaries as followed by the predecessors. They totally ignored the modern postulates of making dictionaries. The dictionaries written between the first and the last dictionary show slight improvement still they don't come up to the modern standard of compiling dictionaries on scientific basis.

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