School Dictionary Entries with a Pedagogical and Linguistic Approach *

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Abstract

Dictionaries are reference books and online databases that contain information about the meaning of a word and its most correct use in speech. The headwords and definitions of dictionaries vary depending on the target users of the dictionary, the purpose of editing, and the type of dictionary. School dictionaries are works that should be prepared by taking into account pedagogical concerns as well as lexicography and linguistics. A dictionary entry contains a headword and its explanations (definition, grammatical function labels, pronunciation, illustrations, etc.), and this unit is called microstructure in lexicography. This study aims to create a list of what kind of structures (e.g. part of speech labels, example sentences, etc.) an entry in the school dictionary may contain, taking into account linguistic and pedagogical concerns, and then to develop an entry scheme for Turkish school dictionaries based on this list. For this purpose, in our qualitative research, the descriptive method, which is frequently preferred in lexicography studies that determine the current situation in dictionaries, was preferred. The linguistic and pedagogical features included in a school dictionary entry were obtained through content analysis from 3 different languages (Turkish, English and French) and 3 different school dictionaries (Türk Dil Kurumu [TDK], Cambridge and Le Robert) selected as research object. As a result of the study, it was observed that the school dictionary entry contained 6 different structures in the headword part and 21 different structures in the definition part. There are 1 pedagogical and 5 linguistic structures in the headword. There are 10 pedagogical and 11 linguistic structures in the definition. According to the data obtained, the pedagogical structures in school dictionaries were mostly used to make the use of the headword more concrete. For example, while indicating the part of speech functions of a word is a linguistic feature, it is pedagogical to give an example usage that clearly indicates the grammatical function of the word. As a result of this study, it was suggested that Turkish school dictionaries

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include structures such as illustrations and example sentences that will concretize the headword. Unlike English and French, Turkish has a flexible system in which words can have various grammatical functions, that is, the grammatical function of a word with the same morphological appearance (a word that does not have a special suffix for adverbs or adjectives) changes depending on the context, the importance of including an example sentence indicating each grammatical function of the word has been emphasized. As a result of the research, an ideal school dictionary entry scheme was proposed.

Introduction

Definition of the Term "Dictionary"

Language is the dress of thought.- Samuel Johnson

Dictionaries are reference works that the dictionary user refers to learn the meaning and usage of a word or phrase. Dictionaries can vary in structure according to the vocabulary they contain, the method of definition and the method of ordering the articles. Reference books, also known as reference books, are sources that can be used to obtain or confirm information. Unlike encyclopedias, the definitions in dictionaries are short practical. Definitions in dictionaries aim to use a language unit (a word, a phrase, a conjunction, a preposition and etc.) in the most correct way in speech. Neither more (as in encyclopedias) nor less information. The principle of saving space is also inevitable as Jackson (1985) emphasize. People may think they won't need a dictionary unless they are learning a foreign language. Yet, Crystal (2020) stated that although he had been working on the English language for years, he knew about 100,000 words and this made up one-tenth of the English language.

Lexicography is a study area which includes two fields as practical and theoretical. Dictionaries are written and edited by lexicographers. This area called as practical lexicography. Theoretical lexicography is explained by Bergenholtz and Gouws (2012) as analyzes and definitions of the vocabulary. However, there are ambiguities in the literature whether lexicography is a separate field of study or a sub-branch of linguistics. For example, while Fontenelle (2011) defines lexicography as a branch of applied linguistics, Wiegand (2013) defines lexicography as an independent discipline (Wiegand, 2013, as cited in Tarp, 2018). According to Hartmann (1992) the history of lexicography is as old as human intellectual curiosity about language and connection between languages. Likewise, school dictionaries are as old as lexicography as stated in Landau (1984) although it must be underlined that they should not be considered as 21st century lexicography.

Dictionaries may differ in terms of their structures, purposes of usage, how they contain the vocabulary (i.e. in which language or in how many languages), and definition methods of entries. At this point Bergenholtz (2012) stated that the term "dictionary" may refer to other lexicographic tools such as lexicon. According to Crystal (1984) when we talk about the structure of dictionary, we are referring to the network of meaning relationships which lexemes together. Thesauruses give us homonyms, antonyms and related words in an entry in monolingual, bilingual or polilingual ways. The reason for using the thesaurus is that, rather than being satisfactory in terms of a definition of "what" the headword is, it provides richness in terms of vocabulary and gives synonyms, close, antonyms and other related word networks of this word. For example, in the Merriam Webster Online Dictionary (2023, https://www.merriam-webster.com/), besides the search engine, the options are divided into dictionary and thesaurus. While the dictionary section contains detailed explanations of the searched word, the thesaurus section contains word lists listing synonyms, close, antonyms and related meanings. Crystal (2020) also stated that we look for thesauruses to find the word that corresponds to a meaning we have in mind, and when we have a word in mind, we look at dictionaries to find its meaning. While we may think *defining by synonyms* is insufficient in a school dictionary (It may be sufficient in some situations, as discussed in the *Discussion, Conclusion and Suggestions* section), the definition framework of a thesaurus is mostly synonyms.

An example section for glossary, which is a lexicographic tool, is given in the adjacent figure. Glossaries are tiny dictionaries that generally appear on the last pages of a work that contain words which are presumed unknown to the reader. Glossaries may contains words that are presumed unknown, may be terms in a monolingual work or higher-level words in bilingual works (see Figure 1). Vocabulary richness of a *glossary* is limited by the work to which it is attached.

In brief, depending on the dictionary type, the scope of the lexical definition and the vocabulary included as a headword will also vary.

Figure 1. A Bilingual Glossary Section from Jane Austen's *Emma* (2000, p. 135)

School Dictionaries

School dictionaries are pedagogical sources that mostly used by primary and secondary graders. According to Hartmann and James (2002) elder groups such as upper- secondary and undergraduate students, generally use college dictionaries. One of the three dictionaries in Welker's (2008) pedagogical dictionaries of natives speakers classification, is school dictionaries.

1. Children's dictionaries

2. *School dictionaries*

3. Desk dictionaries (college dictionaries) (Welker, 2008, as cited in Tarp, 2010).

Although the age group varies according to the publisher of the dictionary, expressions in the title such as *junior/ petit*, *children's, school* are mostly proper for school-age children.

The content of each structure in the microstructure in school dictionaries have to fulfill pedagogical criteria, as well as lexicographical criteria like every other elements within the educational sciences. According to Göçer (2020) school dictionaries are among the first reference resources to improve students' vocabulary. According to Akalın (2017) in dictionaries which are prepared according to age groups, also called pedagogical, features such as choosing the meanings to be given, the vocabulary to be used in the definitions, exemplifications are directly related to lexicography. In conclusion, the collaboration of pedagogy, linguistics and lexicography carries importance when a school dictionary is compiling.
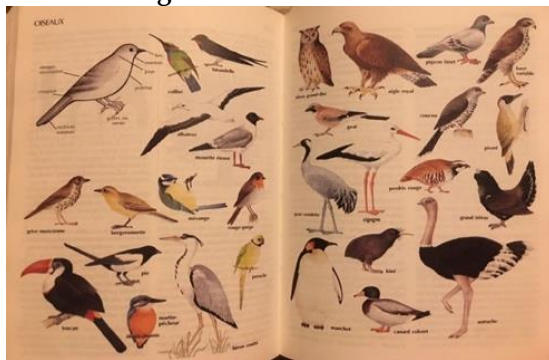
According to Tarp and Gouws (2012) when a dictionary includes "school" in its name but does not provide pedagogical content, this so-called *school dictionary* is a reduced version of a more comprehensive dictionary. At this point, according to the Tarp and Gouws (2012) a school dictionary must has following functions: To assist school children with text reception, with text production, with the learning of the grammar, with vocabulary learning, with learning about the world, with learning about etymology, with in developing dictionary skills. From a pedagogical point of view, it may be useful to include example sentences and pictures while grammar and world knowledge has given. In order to fulfil pedagogical principles such as from *concrete to abstract*, it is seen that the lexicographic tradition which is (Burkhanov, 1998) mentioned and and stated to have universal rules, may be change in school dictionaries. For example, in the *French School Dictionary Le Robert*, unlike the lexicography tradition, there are dictionary entries that do not include a definition sentence that indicates the basic features of the concept through abstraction, apart from the example sentence that provides the context.

Çotuksöken (1999) stated that illustrations should be included in school dictionaries after definitions and example sentences, and that photographs should be used as well as drawn pictures. In Turkish, the grammatical function of a lexical unit changes depending on where it is in the sentence, and the same unit often has more than one meaning. Explanation of these meanings will be incomplete or "ambiguous" (see Landau, 1984) unless they are seen in context.

It is agreed in the lexicography literature that school dictionaries should have illustrations. For example, Akalın (2017) stated that visual materials such as pictures, photographs and drawings make the definition more clear. At this point, Çotuksöken (1999) emphasizes the importance of developing criteria for which lexemes to must be illustrated. According to Biesaga (2017) in dictionaries, only text is used for the defined word (see Figure 2.) in illustrations, while encyclopedias contain captions to clarify the content and in terms of similar qualification, both dictionaries and encyclopedias indicates similar thematic categories of a single word (plants, animals, architecture etc.) (see Figure 3 and 4.).
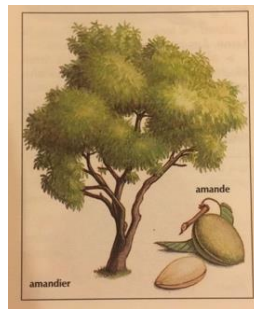
Figure 2. Almonds and Almond Tree (Dictionnaire Le Robert Scolaire, p. 32)

Figure 3. Birds (p. 706- 707)   **Figure 4.** Dictionnaire Le Robert Tables of Thematic Boards

Longman (1987) divided the illustrations in their dictionaries into 4 groups:

1. Illustrations of common animals, objects, plants and etc.

2. Illustrations of concepts that are not easy to explain in words, such as shapes, complex actions, words which have similar meaning

3. Illustrations which are depicting groups of related objects

4. Illustrations showing the basic or physical meanings of commonly used abstract concepts (Longman, 1987, as cited in Stein, 1991).

Besides the classical school dictionaries with an alphabetical list of words classically, we can consider *thematic visual dictionaries* among the pedagogical school dictionaries. They provide rich content for pedagogy with its visual aspects. The thematic method used in these dictionaries is not as follows: trees, birds, insects... Thematic visual dictionaries prove that the word networks intended to be taught can be related to real life. It presents words in contexts such as "in the library", "at school", "in the supermarket" (see Figure 5). This approach can be compared to the vocabulary teaching approach,

which is a grammar approach from the 19th century. Güneş (2013) emphasizes that the vocabulary element was the most prominent element in language teaching in the years when the approach was born. "Martine Series", also known as "Ayşegül Series" in Türkiye, are books that use this type of vocabulary teaching.

Figure 5. Theme "In the Library" in the Thematic Visual Dictionary (Oliver, 2007, p. 18, ELI Dictionnaire Illustré Français)

Separating words with similar meanings (for both nouns and verbs) with visual support can be considered a preferred practice in pedagogical lexicography, supporting the principle of transition from *concrete to abstract*. An example is given below (see Figure 6):

Figure 6. Dictionary Illustrations with Thematic Classification (Demiray et al., 1977, p. 67, *TDK Illustrated Turkish Dictionary*)

Verbs whose meanings are close to each other are separated from each other by visual support (see Figure 7). It is much more difficult to do this with words.

Figure 7. Classification of Visuals That Distinguish Similar Verbs From Each Other (Wehmeier, 1993, p. 69, *Oxford Wordpower Dictionary*)

Another feature in the microstructure is etymological information, which is not very common in school dictionaries and even general purpose dictionaries according to recently published dictionaries in 21st century. The 20th-century *Highroads Dictionary* (Nelson, 1937) contains pronunciation and etymology information. For example, the entry of colour headword:

"**col'our** (*kŭl'ŭr*), *n.* [Fr., from L. *color*], the kind of light that comes from an object; a tint; appearance to the mind; false Show;-v., to give colour to; to show colour (p. 79)"

Hartmann and James (2002) describe school dictionaries as dictionaries written for school-aged children, and containing common features such as controlled definitions, a clear design, and the inclusion of pictures.

Adamska-Sałaciak (2012) stated that it makes sense to avoid receiving information known only to experts -terms- in dictionaries. This important principle for lexical definitions makes much more sense from pedagogical perspectives. For example, explanations of the headword *cümle* 'sentence', which is a grammatical term, is different in TDK Online Dictionary (2019, https://sozluk.gov.tr/) and *TDK Turkish Dictionary for Schools* (2020) (see Figure 8 and 9). As stated in the first pages of the *TDK Turkish Dictionary for Schools*, school dictionaries are aimed to be a resource for students in the first years of education. Therefore, when looking at the definition of 'sentence' from the school dictionary, it will not be pedagogical to see the term of 'finite verb'.

Figure 8. Definition of the Term *Sentence* in the Online Dictionary Suitable for the General User Audience (TDK Online Dictionary, 2023)


Figure 9. Definition of the Term *Sentence* in a Pedagogical School Dctionary (TDK Turkish Dictionary for Schools**,** 2020, p. 97)

Also from the viewpoint of headword criteria, when the French school dictionary *Dictionnaire Le Robert* is examined, it is seen that idiomatic expressions and proverbs are included as a separate section. Proverbs and idioms are very important for a school dictionary and we can based this claim on to Turkish Lesson Curriculum (Ministry of National Education [MoNE], 2019). In Curriculum (MoNE, 2019) proverbs and idioms are included in the curriculum from the 1st grade to the 8th grade within the scope of informative texts. Phrasal and idiomatic expressions are generally specific to a language and stem from the dynamics of the public which use the language - this also emphasises the importance of use in context-. For sure, in some usages as a common output of human intelligence and *esprit*, similar items can be encountered in usages of different languages which totally different in root and historical period (e.g. *red as a beetroot* in English, *pancar gibi kızarmak* in Turkish). Argunşah (2019) stated that in English and French dictionaries, idioms generally found under the most important word (as a headword) in phrase. Karadağ (2011) emphasized that idioms and proverbs that are used frequently in Turkish should be included in primary school dictionaries.

Microstructure in Dictionaries

Microstructure is the name given to a dictionary entry. It includes structures found in a dictionary entry, such as the definition of headword, part of speech labels, example sentences, etc. (see Figure 10).
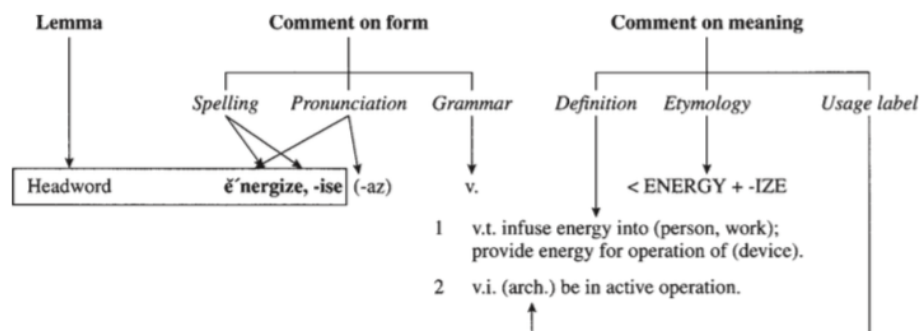
Figure 10. Representation of Microstructure (a dictionary entry) Components via Energy Headword
Hartmann and James (2002, p. 94)

Definition and Definition Methods

The term *definition* changes according to the source the dictionary- user apply to get information about a word and the purpose of our application. But in general, for the concept we are looking for, the answer - in a way that does not exclude its most vital features- to the question of "What is it?", is the lexical definition.

The concept of *definition* has a philosophical origin as well as a lexical. The content and method of the definition depend on why the definition is searching for. To illustrate, in Flaubert's (2020) *Le Dictionnaire Des Idées Reçues* there is definitions which are non lexical at all. Encyclopedic definition and headwords have different characteristics than lexicographical definition and characteristics. To illustrate, in the view of proper nouns: It is very natural not to find the word *Istanbul* in a dictionary, but encyclopedias contain proper names and their definitions should be quite satisfactory. Haiman (1980) emphasized that that distinguishing characteristic of encyclopedias is that they include entries for proper names, while dictionaries do not. According to Kaya (2007) except for proper nouns, all words are found in dictionaries.

The scope of this study is lexicographical definitions. As a result of the literature review, 8 different techniques have been found. It may seen that techniques with the same content are named differently from time to time. Within the scope of this study, 8 techniques that differ from each other in terms of their characteristics are included. As will be discussed in detail in this part of the research, according to Macfarquhar and Richards (1983) the most common methods in lexical definitions can be listed as definition with synonyms, explanation and contextualization. It is possible that it takes place under different names in different sources.

According to Yılmaz (2017) while lexical definitions focus on the meaning of the concept, logical definitions address what the concept is. For the first four logical definitions below from (Robrieux, 2021) he stated that the forms of the definitions examined make it possible to envisage many of the "pedagogical" uses that can be made of them. Since the focus of the study is school dictionaries, these 4 logical definitions are also discussed in this study.

1. The descriptive definition

Descriptive definition can be defined as simply to substitute for the term to be explained another purely descriptive term, ignoring the essential properties of the object. Cases which are the concept (headword in lexicographically) needs to be explained, this definition method is insufficient (Robrieux, 2021)

2. The operational definition

The process of operational definition can be useful when trying to quickly define a complex notion for which one prefers not to use vague or controversial concepts (Robrieux, 2021).

3. The explanatory definition

The aim is to get to the core of the object to be explained. It is the most satisfactory method of explanations. Searches for all features that make it possible to distinguish the object from similar objects. All features are sought that make it possible to distinguish them from neighboring objects by referring to their better-known synonyms and other concepts (Robrieux, 2021).

4. The conventional definition

This method, unlike the previous one which specifies the meaning of an expression already known but with uncertain content, aims to create, by 'convention' a new concept. The conventional definition can be found with a deviation from the usual meaning of the word or with neologism (Robrieux, 2021).

5. Defining by synonyms

Defining by synoyms is a method in which a headword is explained by listing its synonyms and sometimes close synonyms in its definition. Jackson (2016) named this method as *word- match* (Jackson, 2016, as cited in Yılmaz, 2017). Crystal (1984) emphasizes that this method will not be very satisfactory and accurate because there are at best four differences between two words that are thought to mean exactly the same thing: dialectical (*autumn* and *fall*), stylistic (*insane* and *looney*), collocational (*rancid* and *rotten*), and the emotional connotation of the word (*youth* and *youngster*).

It should also be noted that the defining bu synonyms method can be useful because it is short and practical, and therefore it is advantageous in lexical definitions (especially printed ones instead of digital& online) where space constraints are inevitable. At this point, the importance of a principle that is important in general-purpose dictionaries and even more important in pedagogical dictionaries emerges: According to Landau's (1984) principle of *simplicity*, words more difficult than the defined word should not be used in the definition. Including a less familiar word (e.g. loanwords, antique words) in the definition of a headword that is more common in the language and likely to be familiar can overpower the definition. It should not be forgotten that a loan word can replace the main word in a language over time, and whether it is a loan word or not is not a single and solid criterion in measuring the ease of a word.

6. Defining by Aristotle's genus and differantia approach

It is Aristotle's old approach to defining a concept but still valid in lexicography. Landau (1984) explains this method as follows: First, a word must be defined according to its class then distinguished from the things in its class (i.e. bachelor is a man (genus) who is unmarried (differentia)). A definition reflecting this approach is given below (see Figure 11):
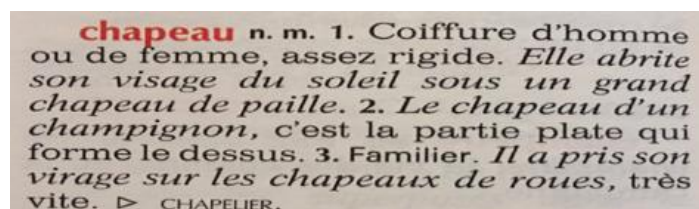
Figure 11. An Example of Definition in the Achool Dictionary According to Aristotle's Genus and Differantia Definition Method (Dictionnaire Le Robert Scolaire, 1997, p. 158)

The definition begins with the word coiffure, which means "headwear," giving the reader a quick answer to what the headword is about. Then, it is distinguished by the information "assez rigide 'quite rigid'" from other headwear such as berets and straw hats, which are in their own class.

In another example from *Le Robert School Dictionary* (1997), an illustration of a dictionary entry (see Figure 12), the microstructure of the dictionary entry (see Figure 13) and Aristotle's approach used in the definition sentence (see Figure 14) are given below:

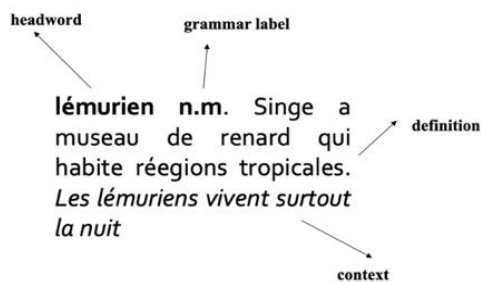**Figure 12.** Illustration of the Headword *Lémurien* (s. 586)

Figure 13. Microstructure of the Entry *Lémurien* in a School Dictionary
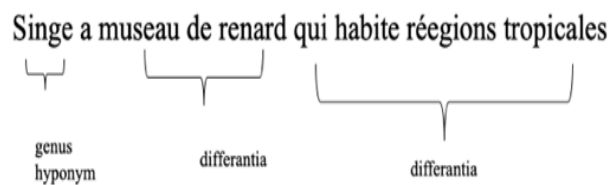
Figure 14. According To Aristotle's Type and Difference Definition Method, The Entry *Lémurien* in a School Dictionary

7. Defining by hypernyms and hyponyms

Hypernym is the general name for species belonging to the same genus. To ilustrate, *tree* is the general name of willow, beech and oak (see Figure 15). It can be named as common nouns in terms of grammar. According to Benzer (2021, p. 50) *common noun* is the general name of species, such as humans, animals, plants. Hyponym, on the other hand, is the name of the species that are the same genus as each other but have different characteristics under hyperonym. According to Hartmann and James (2002) hypoynms are member of a set of words or phrases characterised by hyperonymy.
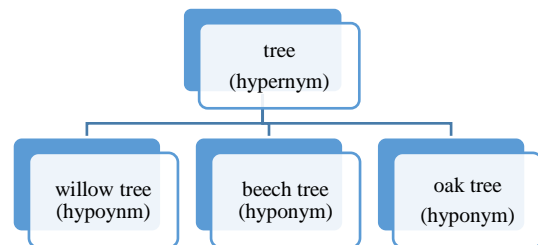

Figure 15. Defining by Hypernyms and Hyponyms

Adamska-Sałacıak (2012) stated that the Aristotelian definition given in this part of the research is appropriate for using hypernyms and hierarchical order, but it may be difficult for lexicographers to deciding between a hypernym term which is familiar but inaccurate and one which is correct but unfamiliar.

The Content That Needs to Be Included in a Definition

Each of the features in this section was taken from Landau (1984). As stated by the author, the titles are listed in order of importance.

Avoiding circularity

Circularity is one of the main reasons which obsturct getting satisfying information from the dictionary. According to Landau (1984), if two headwords in a dictionary are both described with words derived from each other or directly with each other, this is circularity (e.g.beauty/ beautiful) but if the dictionary user can find one of these terms defined independently of the other, this is not circularity.

An example from the *TDK Turkish Dictionary for Schools* (2020) is given below. There is no circularity in the following usage because the word *korku* is defined independently within the word *korkmak* and without using other words derived from the same root (see Figure 16 and 17). If the words were placed diagonally across each other in both entries, this would be circular usage.
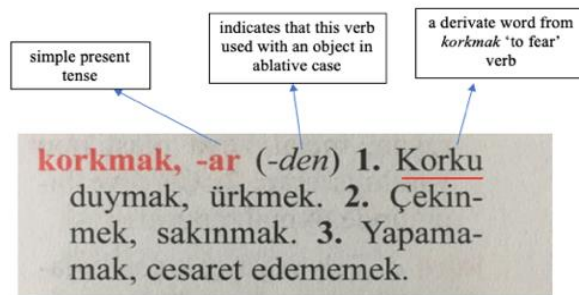
Figure 16. Defining the Headword *Korkmak* with a Word Derived From İtself (TDK Turkish Dictionary for Schools, 2020, p. 351)
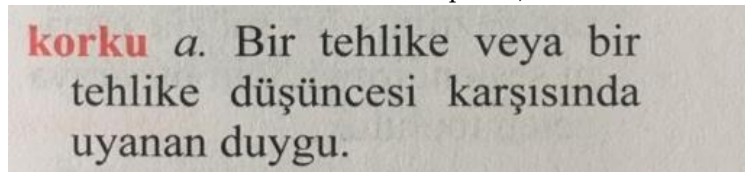
Figure 17. A Definition Of *Korku* Headword İndependent From *Korkmak* (TDK Turkish Dictionary for Schools, 2020, p. 351)

Adamska-Sałacıak (2012) classified circularity as direct and indirect and first one is explained as defining the lexeme by itself and formulized as (A= ...A...); the other one is explain as two or more lexemes which are used to define each other and formulized as (A =…B…) and (B = …A…).

Defining every word used in a definition

It is the principle that prevents an unknown from being explained by another unknown. Landau (1984) stated that, in dictionaries, users must find as defined all words used in definitions of entries. By using redirects or symbols such as "see also" (see Figure 18) dictionary users can be guided to different entries (see Figure 19 and 20). How this rule is used in practice is exemplified below from French and Turkish school dictionaries (see Figure 21 and 22):

Figure 18. Referral (Cross-Reference) in a School Dictionary Entry To Other Entries Defined in the Dictionary (Dictionnaire Le Robert Scolaire, 1997, p. 433)

Figure 19. A Dictionary Entry Referred To in the Foulard Entry (Dictionnaire Le Robert Scolaire, 1997, p. 156)

Figure 20. A Dictionary Entry Referred To *Foulard* Entry (Dictionnaire Le Robert Scolaire, 1997, p. 415)

Figure 21. The Entry *Fötr* in a School Dictionary (TDK Turkish Dictionary for Schools, 2020, p. 198)

Figure 22. The Definition of the Word *Keçe*, Which Was Previously Mentioned in the Entry *Fötr* in A School Dictionary and Can Be Seen As an Unknown Word (TDK Turkish Dictionary for Schools, 2020, p. 319)

Defining the entry word

According to Landau (1984) the definition should immediately answer the question "What is it?" rather than merely talking about the usage of the word; emphasizes that a good definition has many features, but its main task is to provide information that will enable the meaning of the headword to be approximately estimated

Priority of essence

The priority of essence is a principle in which difficulty in practice will vary depending on the syntactic characteristics of the language in which the Dictionary is written. Landau (1984) states that the fundamental components of meaning must come first, more haphazard ones second. For example a definition should not start as "It means...".

Reflection of grammmatical function

It is the principle that states that the definition should be made in a way that reflects the grammatical function of the headword. If there is an *adjective* label in the entry, the adjective feature should be emphasized in the definition and separated from other grammatical units such as nouns and adverbs. Grammatical labels are one of the most indispensable feature of the microstructure in school dictionaries. Tarp and Gouws (2012) stated that grammatical assistant is one of the function of school dictionaries. According to Lehmann (2013) grammatical labels provide both semantic and structural help. Semantic features stems from the functions of communication and cognition and the structural features based in the combinatorial potential of signs in a text. Without context examples, using parts of speech information in dictionaries can cause ignoring some rare usages. At this point, Wachal (1994) in the study examining the grammar tags and definitions of grammar terms, stated that most of the dictionaries in the said study were oversimplified and incomplete in terms of the findings examined in the study.

According to Hengeveld (2013), while English has a *differentiated system* that divides language units into verbs, nouns, adjectives and adverbs according to their functions, Turkish has a *flexible system* in the usage of word types. This means that lexemes may allow us to predict word type by their

structural features (e.g. suffixes, etc.), but may not always give accurate results. The Turkish word "iyi" can be used both as an adjective and an adverb, and there is no clue about its grammatical function in the structure of the word.

In general usage, French words *bon* (see Figure 23 and 24) and *bien* (see Figure 25) which mean *good* separate from each other with their functions in a part of speech. For instance:

Une *bonne* fille means 'a *good* girl', it functions as an adjective.

Elle cuisine *bien* means she cooks *well*, it functions as an adverb.

To illustrate from literacy, from *Le Rêve* of Zola (1936, p. 13):

"*Ah, lieu de la questionner," dit-il, "Nous ferions mieux de lui servir une bonne tasse de café au lait bien chaud.*" "Oh, instead of questioning*, "he said, "We'd better offer him a nice cup of well-heated coffee with milk.*"

According to *Dictionnaire Le Robert Junior Illustré Scolaire* (1997, p. 108):
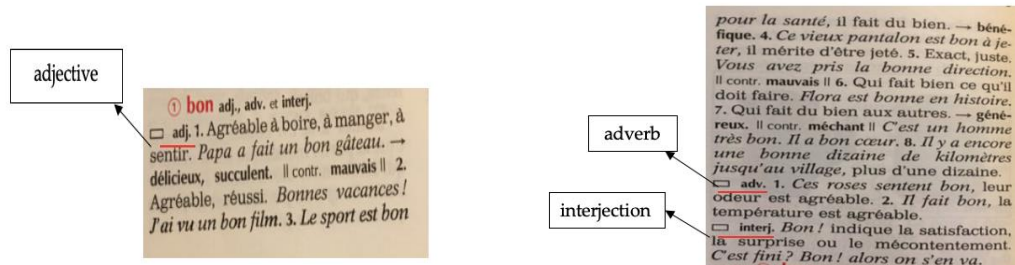

Figure 23. Different Grammatical Usages of French Word *Bon*

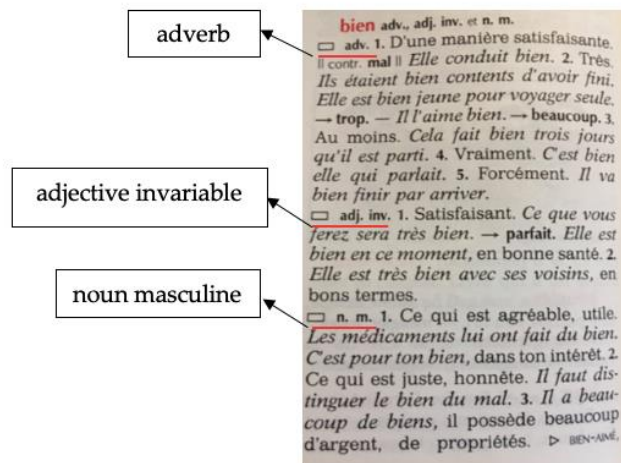**Figure 24.** Different Grammatical Usages of French Word *Bon*

Figure 25. Different Grammatical Functions of French Word *Bien* (Dictionnaire Le Robert Junior Illustré Scolaire, 1997, p. 110)

As a result, although it is assumed that native speakers have acquired the language perfectly, each function will need to be given in context with examples in school dictionaries as a reference source about the language. Even in languages with clear distinctions such as *bon* and *bien* usages, such as French, other rare functions of the word can be included, as seen in the examples above. Context is much more important in a language with flexible systems such as Turkish.

Simplicity and brevity

We can start with a quotation from Leonardo da Vinci: "Simplicity is the ultimate sophistication". According to Landau (1984) definers must avoid avoid adding difficult words to definitions that may be simpler. In lexical definitions, no information that can be seen as redundant should be included, these definitions are not an encyclopedical definition. Landau (1984) stated that if a definition gives the same meaning with fewer words, more words should not be used. According to Trench (1857) a dictionary ought to know its own limits, not merely as to what it should include, but also what it should exclude (Trench, 1857, as cited in Hancher, 2019).

Avoidance of ambiguity

According to Landau (1984) to avoid ambiguity, a definition should clarify the meaning of a polysemous word. According to Sarıgül (1999) According to Sarıgül (1999) when multiple meaning of a headword is defined, separate example sentences suitable for each meaning should be given so that dictionary users can correctly distinguish the one that suits their needs.

Based on the aim of the study to develop a microstructure scheme for Turkish school dictionaries, dictionaries from three different languages (*TDK Turkish Dictionary for Schools*, *Dictionnaire Le Robert Scolaire* and *Cambridge School Dictionary*) were selected as research material in order to To reflect the universal feature of pedagogy and linguistics. In the research where the linguistic and pedagogical properties of an enrty are examined, sample sections from three dictionaries, which are research material, are presented in the literature review section.

Purpose of the Research, Problem and Sub-problem Statements

This research primarily aimed to create a list of the structures which appear in school dictionary microstructure (a dictionary entry) such as part of speech labels, etymological labels etc., and to propose a microstructure scheme for Turkish school dictionaries based on the list obtained. It is also aimed to provide lexicographical data for future school dictionary compilation studies. Within the scope of the study, the aim is not to compare the dictionaries with each other. Also the aim is not to decide the best dictionary among examining dictionaries according to the number of structures they contain. Each dictionary examined has different features from each other because the aim is to collect as diverse data as possible, making use of the maximum variety for the microstructure in school dictionaries. Thus, lexicographic data was ensured to be inclusive.

For this purpose, three different school dictionaries (TDK, DLR, CSD) written in three different languages (Turkish, French, English) were included in the study. In this way, the universal nature of linguistics and pedagogy has been benefited. Turkish school dictionaries are the main target of the study. While choosing the other two languages of dictionaries, the most used languages were determined according to various criteria from UNESCO (2020, https://www.unesco.org) 2020 data (English is the most spoken language, French is the 6th language with the most web content) (UNESCO, 2021-2). Among these languages, English and French were chosen because the researchers of this study are proficient in these languages.

The school dictionary of the Türk Dil Kurumu, which is the official language institution of Turkish, is used as a basis to describe the status of Turkish school dictionaries and make a new microstructure proposal. For English, Cambridge School Dictionary (2008) and for French, Le Robert (1997) were chosen because they contain the maximum number of features in micro and macro structure, both in quality and quantity. Since the purpose of the research is not to compare, but to provide suggestions for Turkish school dictionaries by providing data diversity. For this reason, the criterion of "the dictionary of the official institution of the language" in the selection of the Turkish school dictionary does not harm the validity.

According to the purpose of the study, the problem statement was determined as follows:

Problem statement of the research: What kind of pedagogical and linguistic structures exist in a school dictionary entry?

In line with the stated problem sentence, three sub-problem sentences have developed in the scope of structure of an entry:

1. What kind of pedagogical and linguistic structures exist in the headword part of an entry?

2. What kind of pedagogical and linguistic structures exist in the definition part of an entry?

Method

Research Design

In this research, the descriptive method of lexicography (see: Welker, 2008) was used. As Tarp (2010, p. 730) explains, in this method used by Welker in his study, the researcher takes role as a collector and an observer and presents a comprehensive panorama of lexicography. This method also used by Yılmaz (2017) in his research in which lexical definitions were examined. The descriptive method was preferred because the method is compatible with the purpose of our study. Researchers examined 53 entries in school dictionaries in order to create a list of structures which appear in microstructure and thus to present a lexicographic panorama of school dictionaries.

Our research is a qualitative study in terms of data processing and research process. Creswell (2021) states that qualitative researchers organize data inductively as abstract information units. In our research, considering the dictionaries examined inductive statements were made for school dictionaries. Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, and Demirel (2021) stated that qualitative researchers do not focus on question such as "How many?" or "How good?", they focus on broader perspective. While analyzing the data, numerical values were used in our qualitative study, but these values were used to describe the current situation, used for the requirements of qualitative research. Instead of approximate expressions such as "all dictionaries" or "most", the current ratio is indicated by numbers. Weaver-Hightower (2021) states that although numbers and quantity are not the focus in qualitative studies, contrary to common cliches, qualitative researchers should not hesitate to use these data.

Research Material and Sample Selection

In line with the purpose of the research, maximum variation sampling method was preferred among purposive sampling methods. Yazar and Keskin (2020) stated that maximum variation sampling method from purposive sampling methods are to identify important common patterns that unite in differences. Therefore, it is compatible with the purpose of our study.

Since the study was conducted in the field of Turkish education, the first section was taken from the Turkish school dictionary (Akalın, 2020, *TDK Turkish Dictionary for Schools*). It was determined by the researchers as the 50 and multiples numbered pages of the dictionary through random sampling. Firstly, page 50 was checked, and it was decided to take the 50th page as study section, since it contains lexical units that shows the natural characteristics of the language (such as verb-noun balance and compound words).

Then, the equivalents of the 18 headwords on page 50 of the *TDK Turkish Dictionary for Schools* (2020) were taken in French (Bellefonds, Chantreau, & Laporte, 1997, *Dictionnaire Le Robert*) and English (Walter & Woodford, 2008, *Cambridge*) dictionaries and a total of 53 entries constituted the research section of the study (Due to the absence of an entry in the French school dictionary, the total number of entries is 53 instead of 54.)

53 lexical units were subjected to content analysis, and separate codes were created for the two sub-problems of the research, (headword and explanation sections). Content analysis is explained by Büyüköztürk et al. (2021) as a method in which researchers identify categories before starting the analysis, determine and analyze the existence, meaning and relations of certain words and concepts in

a set in a text. According to Tavşancıl and Aslan (2001) content analysis is a scientific approach that investigates a data by objectively and systematically classifying, converting into numbers and inferring the message contained in verbal, written and other materials in terms of meaning and/or grammar. These codes obtained in our study are structures that can be included in a school dictionary article (grammar tags, etymological tags, example sentences, etc.).

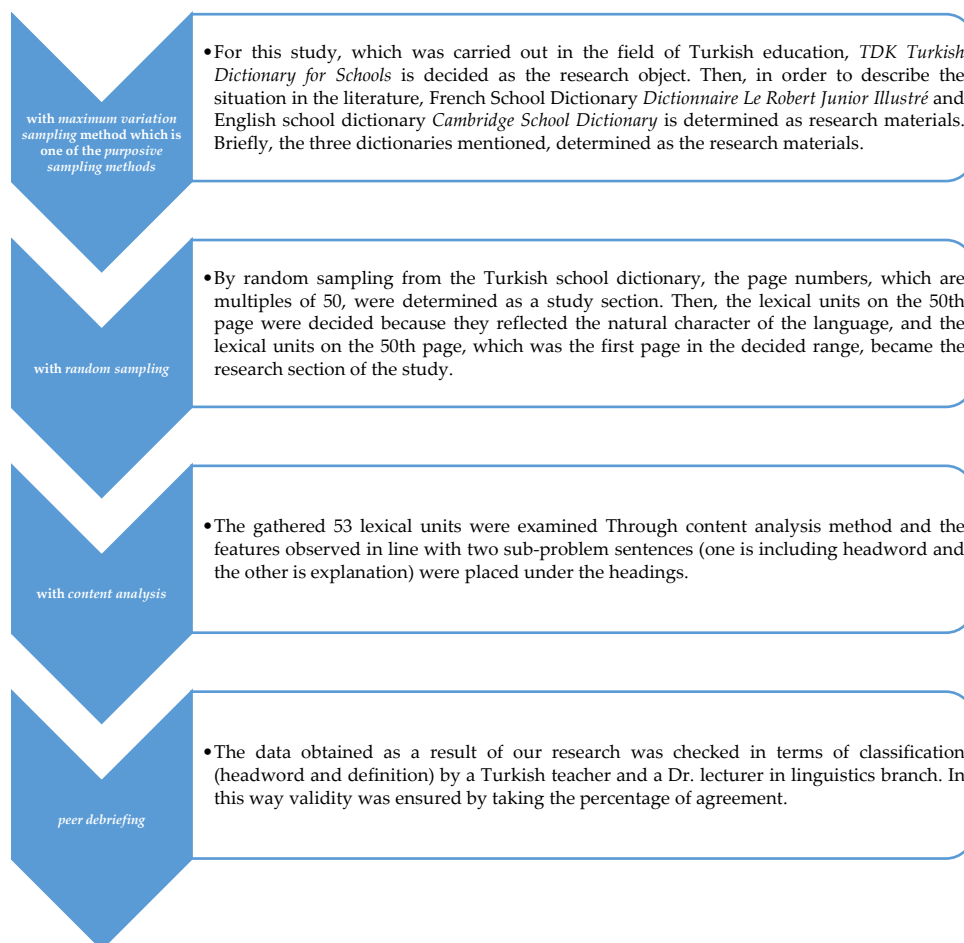### Validity and Reliability of the Research

One of the ways to ensure validity and reliability in qualitative research is *peer debriefing*. Başkale (2016) describes peer debriefing process as asking researchers who have knowledge about the research subject to analyze the research results from various dimensions. In our study, the structures in school dictionaries were examined as titles and the classification of the found titles was checked by two experts and the percentage percentage of agreement was checked. Titles has been checked by a Dr. lecturer in linguistics field and by a Turkish teacher, then results subjected to formula of Türnüklü (2000, p. 551) which is indicated below:

$$P = \frac{Na \ x \ 100}{Na + Nd}$$

Na indicates agreement percentage and *Nd* indicates disagreement percentage. The percentage of agreement was found p= 98 according to the indicated formula.

Data Collection Process

The data collection process of the research is summarized below (see Figure 26):

with *maximum variation sampling* method which is one of the *purposive sampling methods*

- For this study, which was carried out in the field of Turkish education, *TDK Turkish Dictionary for Schools* is decided as the research object. Then, in order to describe the situation in the literature, French School Dictionary *Dictionnaire Le Robert Junior Illustré* and English school dictionary *Cambridge School Dictionary* is determined as research materials. Briefly, the three dictionaries mentioned, determined as the research materials.

with *random sampling*

- By random sampling from the Turkish school dictionary, the page numbers, which are multiples of 50, were determined as a study section. Then, the lexical units on the 50th page were decided because they reflected the natural character of the language, and the lexical units on the 50th page, which was the first page in the decided range, became the research section of the study.

with *content analysis*

- The gathered 53 lexical units were examined Through content analysis method and the features observed in line with two sub-problem sentences (one is including headword and the other is explanation) were placed under the headings.

peer debriefing

- The data obtained as a result of our research was checked in terms of classification (headword and definition) by a Turkish teacher and a Dr. lecturer in linguistics branch. In this way validity was ensured by taking the percentage of agreement.

Figure 26. Diagram of the research process

Results

The structures obtained as a result of examining 53 entries are listed in two separate sections, headword and the definition, in this part of the research. Examined dictionary entries are given in the *Appendi*ces section of this research. The distinction between pedagogical and linguistic structure is as determined by the research authors, "Is the feature included for child-friendly purposes, or is it included in the general user group dictionary?" made according to the distinction. A total of 27 structures obtained through content analysis are listed below. When the entries were examined, each structure identified was included as a heading in the findings section.

Headword

The pedagogical and linguistic structures found in the headword part of the entry in the research objects are indicated in Table 1.

Table 1. Pedagogical and Linguistic Structures Exist in Headword Part of an Entry

Pedagogical Structures	TDK (2020)	DLR (1997)	CSD (2008)	Linguistic Structures	TDK (2020)	DLR (1997)	CSD (2008)
Importance level of headword in terms of usage frequency ⚷			x	Informations about grammatical function and gender of the headword	x	x	x
				Headword repetitions		x	x
				Phrasal expressions as a headword	x	x	x
				Headword which is takes part under another headword		x	x
				Stress marks indicating the stressed syllable			x

1. Informations about grammatical function and gender of the headword

Among the dictionary entries examined, it was determined that none of the 45 noun entries were proper nouns, and all of them were common nouns. Among the languages studied in this research, French is the only language with a gender system in nouns. There is no gender system in words in Turkish and English so there is no gender information in these languages. In French dictionary, all of the entries that are their headwords are nouns indicate the gender of noun. N.m. (nom masculin) and n.f. (nom féminin) abbreviations are used as part of speech labels.

In Turkish, 3 verbs are given in uninflected form with the suffix *-mAK* at the end of the clause beginning (*bahsetmek, bahşetmek, bakışmak*). In French, it has been found that 3 of the verb headwords are *verbes du premier groupe* (*mentionner, donner, se regarder*). In English, it has been found that all of the verb headwords (*mention, donate*) are given in bare infinitive form without *to.*

It has been found that 2 of Turkish headwords are (*bahtiyar, baki*) adjective, in French 2 of headwords are (*impérissable, heureux*) adjective, in English 2 of headwords are (*fortunate, abiding*) adjective.

2. Headword Repetitions

In Turkish, none of the headwords has repetition.

It has been found that in French, 1 of headwords (*solde*) has repetition, French solde headword has been repetition because they are homonym (soldiers' salary and balance meanings).

In English 4 of headwords (*tip, care, glance, balance*) have repetition. In English, verb form and noun form of the words are separated and takes part as a separately 2 headwords. In English, the verb form and noun form of words are separated and appear as 2 different dictionary entries due to separating as 2 different headwords.

3. Phrasal expressions as a headword

It is the situation that the headword consists of more than one word.

In Turkish, 2 pharases (*bakış açısı, bakımevi)* have been found.

In French 1 phrase (*point de vue)*, has been found.

In English 3 phrases (*exchange looks, viewpoint, nursing home*) have been found.

4. Headword which is takes part under another headword

It has been observed in two different ways. First one is the headword found under the another headword. This usage has been observed at 5 headwords in French: *marine* (under the *marin*), *mentionner* (under the *mention*), *infirmier, infirmiére* (under the *infirme*), *regard* (under the *regarder*), *épicerie* (under *épice*).

This type of usage has not been found in English and Turkish dictionaries. In French dictionary, this usage has been preferred to preserve the root connection between related words. Thus etymological connections emerge. For example, although there is no connection between the words spice (épice) and grocery store (épicerie) today, this relationship is preserved in French school dictionary (see Figure 27).
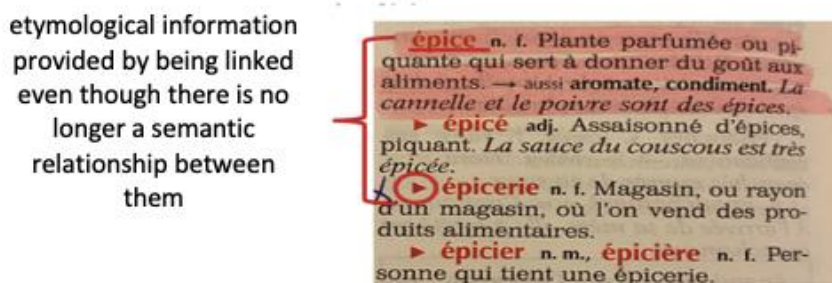

Figure 27. *Épice and Épicerie* Entries (Dictionnaire Le Robert Scolaire, 1997, p. 366)

And the second situation is when a phrase is placed under one of the words that it contains, instead of being the a separate headword. The second situation has been observed at: *exchange looks* expression, it was included under the *exchange* headword. This usage is found only in the English dictionary.

5. Stress marks indicating the stressed syllable

In 1 headword which is a compound noun in English (ˈnursing ˌhome), stress marks have been found which are help user by showing which part of the word to say strongly.

6. Importance level of headword in terms of usage frequency

A key symbol (see Figure 28) has been found in 2 headwords in English (*mention*, *care*), which symbolises that the frequency of use of the word in the language is high.

⌐᠆mention¹

Figure 28. Key Symbol Indicating That the Headword is Frequently Used in the Language (Cambridge School Dictionary, 2008, p. 471)

Definition

The pedagogical and linguistic structures found in the definition section of the entries in the research objects are indicated in Table 2.

Table 2. Pedagogical and Linguistic Structures Exist in Definition Part of an Entry

Pedagogical Structures	TDK (2020)	DLR (1997)	CSD (2008)	Linguistic Structures	TDK (2020)	DLR (1997)	CSD (2008)
Showing headword in a part of phrase/ idiomatic expression			x	Part of Speech Labels	x	x	x
Giving no etymological information	x	x	x	Case suffixes/ Verb conjugations	x	x	
Related expressions		x	x	Synonyms of the Headword		x	
Illustrations			x	Opposites of the Headword		x	x
Guidewords			x	Accent labels			x
Common mistakes			x	Pronunciation			x
Formulating difficult and abstract uses			x	Formal/ informal usage			x
Example usage in a context - Usage in a example sentence - Usage in phrases		x	x	Countable/ uncountable information for the nouns			x
Using different kind of definition methods	x	x	x	Transitive/ intransitive information for the verbs	x		x
The school subject to which the headword belongs			x	5. Polysemy	x	x	x
				Expressions which are generally used together (word partners)			x

1. Definition Methods

The descriptive definition

The descriptive definition method was used in 17 definitions (*bahriye, marine, navy, bahsetmek, mentionner, donner, fortune (Fr.), heureux, bakış, regard, bakışmak, épicière, bakiye, ministry, grocer*).

The explanatory definition

The explanatory definition method was used in 33 definitions (*mention, bahşetmek, bahşiş, pourboire, tip, fortune (Eng), bakan* (meaning 2), *ministre, minister, bakıcı* (meaning 1), *infirmiere, caretaker, bakım* (meaning 2), *bakım* (meaning 3), *care, bakımevi, hospice, nursing home, bakır* (meaning 3), *cuivre, copper* (meaning 1), *copper* (meaning 2), *glance, bakış açısı, viewpoint, exchange looks, impérissable, abiding, bakkal* (meaning 1), *solde, balance*).

The conventional definition

The conventional definition was used in 8 definitions (*donate, bakan* (meaning 1), *bakıcı* (meaning 2), *bakım* (meaning 1), *bakır* (meaning 2), *copper* (meaning 3), *bakkal* (meaning 2), *grocer* (meaning 2)).

Defining by synonyms

Defining by synonyms method was used in 4 definitions (*baht, bahtiyar, fortunate, baki*).

2. Part of Speech Labels

It has been found that in Turkish, except 3 verbs (bahsetmek, bahşetmek, bakışmak) all of the headwords' part of speech labels have been indicated as noun (a) and adjective (sf.). None of the verbs' part of speech labels doesn't included. However, as will be examined under the title of transitive/intransitive information in this part of the research, it is stated that the headword is a verb in some indirect ways, such as information about whether it takes an object or not.

It has been found that all of the definitions in French (17 definitions) part of speech labels included in definitions as noun (n.), verb (v), adjective (adj.). It has been observed that when the headword is a noun, it is indicated that if it is féminin or masculin as (n.f) and (n.m.).

It has been found that in all definitions in French (17 definitions), part of speech labels are given as noun (n for nom), verb (v for verbe), adjective (adj. for adjectif). At the same time, it has been observed that when the headword is a noun, it is indicated whether it is féminin or masculin by using (n.f) and (n.m.). It has been found that in all of the definitions in English part of speech labels are included. Additionally, it has been found that if the headword is a noun "countable/ uncountable" labels are included.

In a definition which is English (*balance*), beside the information that headword is countable, it is indicated th word is usually used singular. It is stated that the headword that is both countable and uncountable is usually plural. In English definitions, if the headword has more than one meaning, the information whether each meaning is countable or uncountable is indicated.

In 2 definitions in English, (*donate, mention*) it is indicated that the headword verb is transitive ('T'ransitive). In the definition of the phrase *exchange looks* which is included in the entry of *exchange*, it has not been mentioned if it is transitive or intransitive.

3. Case suffixes/ Verb conjugations

It has been found that in Turkish 2 of definitions (bahsetmek, bahşetmek) it is indicated that the object which is used with the headword verb, must used with which case suffix (*bahsetmek/ -den*), (*bahşetmek (-i, -e), bir şeyden bahsetmek* and *bir şeyi/ bir şeye bahşetmek*). Also in definition of (*bakışmak /nsz, -le*) it is indicated that the verb may be used intransitive or if it use transitive, the object must be used with *-le* suffix.

It has been found that 9 headwords are verb, in Turkish verbs, in 2 of the 3 verbs, the present simple tense form of the verb is given (*bahsetmek- der, bahşetmek, -der*). In *bakışmak* headword, has not been given. The verbs given with their simple present time conjugations are verbs that have final-obstruent devoicing in given conjugation. Verbs are given with the suffix *-mak*, but this usage apparently turns them into nouns because *-ma* and *-mak* suffixes make nouns in Turkish.

It has been found that in 2 definitions in French (*mentionner, donner*) for verb conjugation, a referral has been made to the verb conjugation tables on the last pages of the dictionary.

4. Showing headword in a part of phrase/ idiomatic expression

It has been found that in no definition in Turkish is the headword used in a phrase or idiomatic expression.

It has been determined that in no definition in French is the headword used in a phrase or idiomatic expression.

It has been found that in 5 definitions which are English (*mention/ not to mention*), (*tip/ left a tip*), (*fortunate/ to do sth, + that*), (*care/ take care of sb/ sth*), (*exchange/ exchange looks/ smiles/ words*) usage of headwords in phrasal expressions is indicated (see Figure 29). In this way, it is shown how the headword is used in speech.
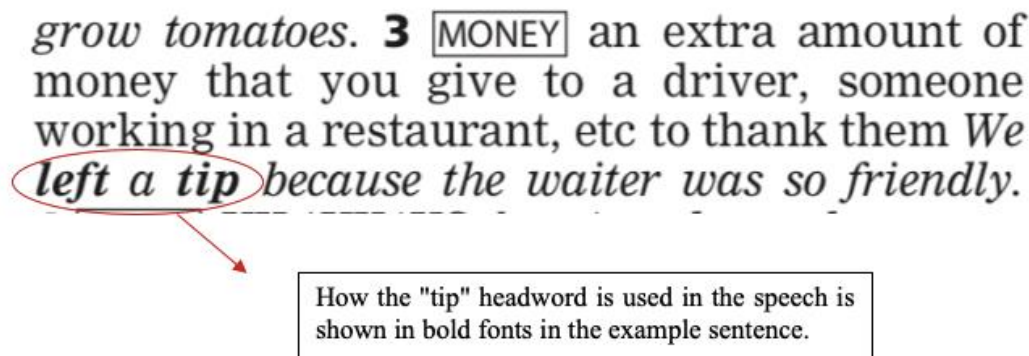
Figure 29. School Dictionary Entry Showing the Usage of the Headword in an Idiomatic Expression (Cambridge School Dictionary, 2008, p. 779)

5. Etymological information

It has been found that there is no direct etymological information none of the 3 school dictionaries. Etymological information such as the source languages of the words are not included in examined school dictionaries. In this situation, findings show that including etymological information in school dictionaries is not pedagogical.

On the other hand, although not a direct etymological representation it has been observed that French *épicerie* 'grocery' headword *included under* the *épicer* 'spice' headword. Etymologically, the word *grocer* is based on *spice* in French.

6. Polysemy

When the headword has more than one meaning, each meaning is separated from each other by ordinal numbers.

It has been found that 7 definitions in Turkish several meanings of headwords are indicated separately (*bakanlık, bakıcı, bakımevi, bakır, bakkal*). In French, it is indicated in 9 definitions (*marine, donner, fortune, heureux, ministére, soin, cuivre, point de vue, solde*). In English, it is indicated in 14 definitions (*navy, mention, donate, tip, fortune, minister, ministry, caretaker, care, copper, glance, exchange looks, balance, grocer*).

7. Synonyms of the headword

It has been found that none of the definitions in Turkish, synonyms are not indicated.

It has been found that 5 definitions in French (*marine/ flotte*), (*donner/ vendre*), (*soin/ application*), (*point de vue/ position*), (*impérissable/inoubliable*) synonym of headwords is indicated.

It has been found that none of definitions in English, synonyms are not indicated.

8. Related expressions

Related expressions are words in which a word usually occurs in the same context in terms of collocation in the language. At this point, it is necessary to clarify the difference of this feature from *word partners* and *guidewords*, because although all these structures indicates setting up a meaning field, they do this in different ways according to their lexical and linguistic functions.

To explain via the examples in English **care/ intensive care**, word the *intensive* is not indicates generally using together word in syntax, it is completely a new compound word.

It has been found that none of the definitions in Turkish, it is not included related words with headwords.

It has been found that in 3 definitions (*marine/ marinier, sousmarin*), (*pourboire/ service*), (*heureux/ bonheur*) in French related expression with headwords is indicated.

It has been found that in 3 definitions (*minister /prime minister*), (*care/ instensive care*), (*abiding/ law- abiding*) in English related expression with headwords is indicated.

9. Illustrations

It has been found that none of the definitions in Turkish has been included illustrations.

It has been found that none of the definitions in French has been included illustrations.

It has been found that in 1 definition (*copper*) which is English, the illustration in the *oxidation* expression has been mentioned, but not directly any English entry has illustrations.

Although Le Robert and Cambridge are illustrated dictionaries, no dictionary units in our study section contain direct illustrations.

10. Guidewords

Guidewords, the feature seen only in the *Cambridge* Dictionary in our study. When a word has more than one meaning, guide words are used so that the dictionary user can easily find the meaning they are looking for. They are words that are written in capital letters next to the ordinal numbers that separate the different meanings and summarize the meaning that the dictionary user is looking for (see Figure 30).

It has been found that in the 6 definitions which are English, guide words (*donate*, MONEY/GOODS; BLOOD ORGANS), (*tip*, MONEY), (*fortune*, LUCK), (*caretaker*, BUILDING/ PERSON), (*care*, PROTECTION, ATTENTION, WORRY), (copper, MONEY) has been used.

Figure 30. Guidewords That Make It Easier To Find the Meaning the Dictionary -User Looking For (Cambridge School Dictionary, 2008, p. 223)

11. The school subject to which the headword belongs

The structure seen only in the *Cambridge* Dictionary in our study. It has been found that in the 5 definitions which are English, words have been used which are indicate the school subject or field the headword is related (*minister*, POLITICS/ RELIGION), (*ministry*, POLITICS), (*nursing home* /HEALTH), (*copper*, CHEMISTRY), (*balance*, FINANCE).

12. Antonyms of the Headword

It has been found that the antonym of the headword is not given in any definition in Turkish.

It has been found that there are 2 definitions in French antonym (*donner/ recevoir*), (*fortunate, mahereux/ triste*) of the headword is included.

It has been found that there is 1 definition in English antonym of the headword (*fortunate/ unfortunate*) is included.

13. Expressions which are generally used together (word partners)

Word partners are words that can be used together with the headword to make a new phrase. At this point, it will be necessary to mention the difference from the *showing headword in a part of phrase/ idiomatic expression* title. A new conceptual area or idiomatic expression does not emerge with the feature of *word partners*. It only lists the possibilities that the headword can be used with when creating a speech (see Figure 31).
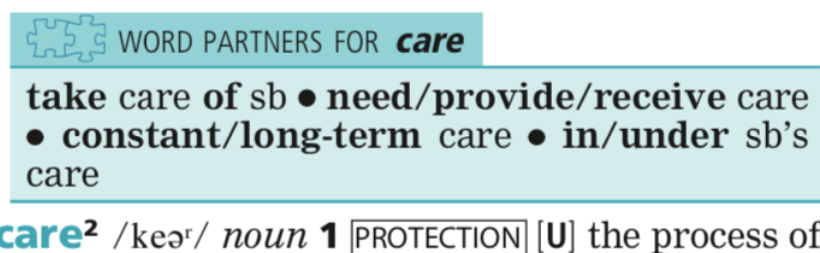

Figure 31. Word Partners Showing Which Words Is Used with the Headword (Cambridge School Dictionary, 2008, p. 106)

It has been found that word partners are not given in any definition in Turkish.

It has been found that word partners are not given in any definition in French.

It has been found that in 3 definitions in English (*glance, care, tip*), it is indicated that word partners of headwords. In 1 definition in English (*fortunate*) it is indicated how the headword use along with *that* and *to do sth*.

14. Common mistakes

It has been observed that common mistakes were not included in any of the definitions in Turkish.

It has been observed that common mistakes were not included in any of the definitions in French.

It has been found that in 1 definition in English (mention) it is indicated that using "mention about" is a common mistake.

15. Accent informations

It has been found that definitions in Turkish there is no accent information.

It has been found that definitions in French there is no accent information.

In 2 definitions which are English (*grocer*/UK, *caretaker*/US) it is indicated that the headword use in which accent. Additionally, in the *grocer* entry, it is stated that the word is also called *grocery store* in the US accent.

16. Pronunciation

It has been found that there is no pronunciation information in definitions in Turkish.

It has been found that there is no pronunciation information in definitions in French. It has been found that in English, all definitions except 2 ones (*nursing home* and *exchange look*) include the pronunciation of the headword. Common feature of the 2 headwords whose pronunciation is not given

is that they are compound nouns. IPA symbols were used when giving pronunciation features. Additionally, sample uses of symbols are given at the bottom of each page in the dictionary, as shown in the section below (see Figure 32).

| ɑː arm | ɜː her | iː see | ɔː saw | uː too | aɪ my | aʊ how | eə hair | eɪ day | əʊ no |

Figure 32. Example Usages of IPA Letters Given at the Bottom of Each Page of the Dictionary (Cambridge School Dictionary, 2008, p. 2)

17. Formal/ informal usage
It has been found that definitions in Turkish there is no formal/ informal usage information.

It has been found that definitions in French there is no formal/ informal usage information.

It has been indicated that in 1 definition which is English (*care*) it is stated that using t*ake care* phrase is informal.

18. Formulating difficult and abstract uses
It has been found that definitions in Turkish there are no formulations of hard-to-use words.

It has been found that definitions in French there are no formulations of hard-to-use words.

In 1 definition which is English (*care*) the expression of *didn't have a care in the world* simplify as *had no worries* (see Figure 33).

Figure 33 Giving simplified meanings of difficult to use expressions (Cambridge School Dictionary, 2008, p.107)

19. Example in a context
It has been found that there is no examples of usage of headword in a context in none of the definition in Turkish.

It has been found that there are examples of usage of headwords in a context in 17 definitions in French, except 1 definition (*épicerie*).

It has been found that there are examples of usage of headwords in a context in 15 definitions in English, except (*copper*, *exhchange looks*, *nursing home*, *grocery*).

Contrary to the usual practice, in 2 entries in French (*soin*, *cuivre*), it has been found that the example sentence is given before the definition sentence (for example, meanings 2 and 3 in the dictionary entry given below). The meanings are grouped according to the concept areas. For example, *taking care of lawns* and *caring for a person a*re accepted as different meanings.

"**soin** n.m. 1. Attention que l'on apporte à ce que l'on fait.➔ **application**. *Luc a fait sa rédaction avec soin*. 2. *Le jardinier prend soin de la pelouse,* il s'en occupe soigneusement. 3. *Alex avait pris soin de nous avertir,* il avait pensé à le faire. 4. Le blessé a éte transporté à l'hopital pour y recevoir des soins, pour y être soigné. Elle est aux petits soins pour son mari, elle est trés attentionnée (p. 959- 960)."

Another different practice is to give only the example sentence instead of the definition sentence in the English and French dictionary. This practice was found in 3 French (*donner*, *fortune*, *point de vue*) and 2 English (*care, exchange looks*) dictionary entries. As seen in the example below (see Figure 34), the second meaning of the headword *care* is used only in the example sentence. A separate ordinal number indicates that this meaning should be defined separately because it is distinguished from the others. The concept, which should have been defined only by giving an example sentence containing the headword, was used in its own definition and caused circularity.

Figure 34. Giving the Second Meaning of the Headword Only Through Example Sentences (Contextualization) (Cambridge School Dictionary, 2008, p. 107)

It has been seen that both dictionaries, which give examples of usage in context (*Le Robert* and *Cambridge*), use sentences created by dictionary writers. None of the example sentences (context) in the examined dictionaries are taken from literary texts.

20. Countable/ Uncountable information for the nouns

It has been found that in *Cambridge School Dictionary* for all of the noun headwords (*navy, fortune, minister, ministry, caretaker, care, nursing home, copper, glance, viewpoint, balance, grocery*) it is indicated in that whether the noun is countable or uncountable.

21. Transitive/ Intransitive information for the verbs

It has been found that in Cambridge School Dictionary for all of the verb headwords (*mention, donate*) it is indicated whether transitive or intransitive.

In *TDK Turkish Dictionary for Schools*, if a verb is intransitive, it is indicated (*bakışmak*). If it is transitive, the case suffixes that noun takes to be used together are indicated (*bahşetmek, bahsetmek*). Thus, the usage of the verb in constructing a conceptual field is given. For example "b**ahsetmek** (-den): bir şey**den** bahsetmek".

According to lexicographic criteria, 53 entries are divided into two separate groups as headwords and definitions. According to the 53 entries examined it was concluded that in headword section of a school dictionary entry 6 different structures can exist. In a definition part of school dictionay 21 different structures can exist.

Discussion, Conclusion and Suggestions

It has been found that the 53 entries which are examined include 6 different structures in terms of the headword, include 21 different structures in terms of definition part of the entry. 1 of the structures in headword part of the entry is pedagogical and 5 are linguistic. In definition part, 10 of the structures are pedagogical and 11 are linguistic.

Pedagogical structures in the school dictionaries examined in the research were mostly used to make the heading more concrete. For example, while specifying the type tags of the word is a linguistic feature, pedagogically, an example usage is given that clearly indicates the grammatical function of the headword.

Example sentences which are providing a context were found only in the French and English school dictionaries, there are no example sentences in the examined Turkish school dictionary. Jackson (1985) states that dictionaries always struggle with space constraints when giving definitions. Therefore, it can be assumed that the Turkish school dictionary does not include example sentences in order to be portable and practical. In the English and French dictionaries none of the examples are taken from literary works, they are all written by lexicographers. While Kaya (2007) argues that examples should be taken by scanning literary works (Çotuksöken, 1999; Kilgarriff, Husák, McAdam, Rundell, & Rychlý, 2008) argues the opposite.

Etymological information was not included in any of the school dictionaries examined. While TDK includes etymological information in its dictionary for general users, it does not include it in the school dictionary. All three school dictionaries examined were consistent in not including etymological information. In this case, according to the results of our study, we can say that etymological labels are not considered pedagogical in lexicography applications. However Tarp and Gouws (2012) stated that the cognitive feature of the school dictionary is not directly related to language teaching, but to help school children learn about etymology. Also, Çotuksöken (1999) counted the etymology among the requirements that should be included in the school dictionaries and indicated that it is necessary to show the language with abbreviations, which is loanwords come from. Etymology can provide cognitive practice in ways such as making us think about the connection of two words that have no meaning to one another today. For example, Crystal (2020) says that the words *salary* and *sausage* have a common roots and come from the Latin *sal* 'salt'.

English school dictionary includes the pronunciation of all the headwords with IPA symbols. However, pronunciation information is not included in French and Turkish school dictionaries. While English and French are not phonetic languages in the school dictionaries studied, Turkish is a phonetic language. Although French is not a phonetic language, the pronunciation of any headword is not included. Although it is not included in the research section of this paper, it is stated that only the pronunciations of loanwords (see Figure 35) are included in the dictionary's user guide.
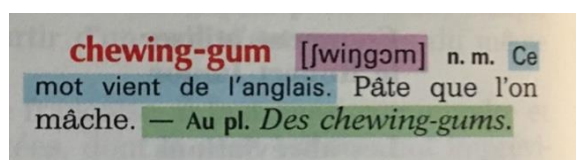
Figure 35. Borrowed Word from English (loanword), in French SSchool Dictionary (Dictionnaire Le Robert Scolaire, 1997, p. 8)

Even if Turkish is a phonetic language, in some cases pronunciation features are needed. For example, Turkish-specific /ğ/ sound has two different representations in speech. According to Benzer (2022) one is lengthening the previous vowel (ö:le/ öğle 'noon') and the other gives a half-size g sound (ya'ıyor/yağıyor 'raining'). At this point, Çotuksöken (1999) stated that it should not be mistaken that Turkish is a language that is read as it is written because there are dark and light consonants, and long vowels.

Part of speech labels are included in all 3 dictionaries. In a language, whether it is flexible system like Turkish or diffentiated like English, words can seen in more than one grammatical function in a speech. For this reason, word type information has been included in Turkish, English and French dictionaries, albeit with different concerns. In Turkish, it is used to fully indicate every grammatical function of the word and in English and French, it is used to indicate rare grammatical functions other than the main purpose of the word. As an example is given in the introduction section, many people never think that the French words *bon* and *bien* can be both adjectives and adverbs, in minds separate them from each other with certain lines.

All 3 dictionaries examined gave importance to show every meaning of the word. Sarıgül (1999) states that if a headword has more than one meaning, each meaning should be given separately to reflect its function. It is accurate for both meaning and grammatical functions. According to Macfarquhar and Richards (1983) contextualization can be considered as definition method, also stated in findings section of our research. Also Karadağ (2011) stated that when a headword has more than one meaning, meanings should be listed as regard as their importance. In this way, placing the most common grammatical function of a language unit at the first place also indicates the main function of the unit in the language.

The method of defining by synonyms is included in the French and Turkish dictionary. However, while it is used in only 1 definition in French, it is included in 3 definitions in Turkish. Gökter Gençer and Yavuzarslan (2020) stated that defining by synonyms is one of the most widely used methods in Turkish dictionaries, also emphasize that defining by synonyms also fulfills the function of reinforcing the definition by being used with another methods. The reinforcement function of defining by synonyms has become the most used function in the French dictionary.

In summary, defining by synonyms can be used, but not in a circular way. As we see in Landau (1984) when two words appear in the definition of each other, the usage is circular. This principle also applies to online school dictionaries, and is even more easily applicable, as there is no concern about saving space. Among the entries which are examined in *TDK Turkish Dictionary for Schools,* it has been found that in the entries *baht, bahtiyar, baki* defining by synonyms method was used. The words which are used in definition of headword *baki*, are much more easy to understand when we look from pedagogical perspective. Thus, definition fulfil its duty.

Headword should be sufficiently separated from other similar concepts. At this point, it seems defining by synonym is least sufficient, genus and differentia system of Aristo is quite simple but very sufficient. For example, among the 53 entries which are examined, the headword *baht* (see Figure 36) caused circularity with, the headword *bahtiyar* (see Figure 37) according to principles of Landau (1984). Additionally to this situation, instead of explaining the headword, it is just take a role as thesaurus (see Figure 38). At this point, including example usages in a context may helpful to make meaning clear. If a headword has more than one meaning, context is a great way to make these differences clear. While Sarıgül (1999) state that meaning should be clearly understood from the scenario in the example sentence, *avoidance of ambiguity* principle of Landau (1984) which is indicated by him for definition, actually equally important for the example context.

baht *a.* Kader, talih, alın yazısı, şans, mutluluk.

Figure 36. Example of Definition with Synonyms in the School Dictionary Entry (TDK Turkish Dictionary for Schools, 2020, p. 50)

bahtiyar *sf.* Bahtlı, talihli, mutlu.

Figure 37. Example of Definition with Synonyms in the School Dictionary Entry (TDK Turkish Dictionary for Schools, 2020, p. 50)

baki *sf.* Sürekli, kalıcı, daimî.

Figure 38. Example of Definition with Synonyms in the School Dictionary Entry (TDK Turkish Dictionary for Schools, 2020, p. 50)

Another structure that will make school dictionaries more student-friendly is illustrations. While *Turkish dictionary* did not include illustrations within the whole book, no illustrations were found in *Dictionnaire Le Robert* and *Cambridge School Dictionary*, although they were illustrated, in any of the 18 entries examined. Among the 53 examined entries, the headword required for illustration is absent in line with the lexicographic criteria, not using a picture is appropriate for the findings examined. Yılmaz and Koçmar (2009) stated that pictures should be included for concepts that are difficult to define.

It has been observed that there is no consistency in the Turkish school dictionary when giving the suffixes of the headword. Turkish is the only agglutinative language among the languages of the examined dictionaries. Therefore special attention should be paid to the indicating suffixes. It is seen that in the *TDK Turkish Dictionary for Schools*, there are present simple tense forms of the verbs written in bold letters and in the same color as the headword (see Figure 39). However, there are two types of problems in this application:
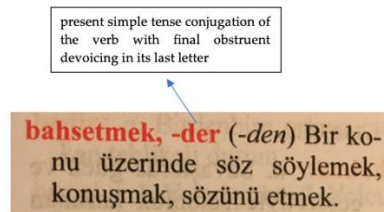

Figure 39. Indicating of the Suffixes Added to the Headword (TDK Turkish Dictionary for Schools, 2020, p. 50)

1. *-den* suffix seems like a variant of *-der*. Actually, one is *-der* indicates a tense suffix that added to the verb, and the other is a case suffix that comes to the object with which the verb is used together.

2. There is no tense suffix as *-der* in Turkish. It must be indicated as *–(d)er*. Because the consonant letter /d/ belongs the verb, not the tense.

In the school dictionaries examined, order of structures such as part of speech labels, pronunciation labels and the cross-reference structures (referring to synonyms, close meanings, related concepts, etc.) have generally common in entries. Findings were obtained in accordance with Burkhanov's (1998) interpretation stating that the structures governed by a lexicographic tradition in the entries have a universal character. For example, the part of speech label is always included before the definition sentence, the vocabulary associated with the headword is usually given at the end of the dictionary entry. Exceptionally, a practice contrary to the lexicographic tradition has been identified in French and English school dictionaries: Example sentences and usages that come before the definition sentence. This usage was made with pedagogical concerns because the principles from c*oncrete to abstract*, from *known to unknown* were taken into consideration.

In conclusion, the needs to be included in a definition are schematized via the headword *bakımevi*, which is included in 50th page of *TDK Turkish Dictionary for Schools* as the material of research (see Figure 40).
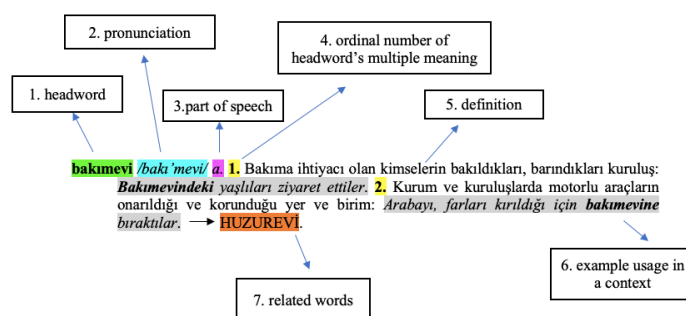
Figure 40. Suggested Sample Definition Scheme for Turkish School Dictionaries

In the entry above, taken from the *TDK Turkish Dictionary for Schools* 1, 3, 4, 5 numbered structures take part in dictionary. As a addition, 2, 6 and 7 numbered structures are suggested in this article. Structures that should be in an entry may vary according to the headword. Not every entry has to have the same stuctures. For example, in *bakımevi* entry antonyms, idiomatic expressions, synonyms etc. structures were not included because headword did not has/ need these structures.

As in *Dictionnaire Le Robert*, pronunciation information can be given in loanwords or compound words. Etymological information can be included for expressions that have both Turkish equivalents and loanwords, such as the *vestiyer* (< *Fr.*). When a headword is familiar concept, but verbal descriptions of its hard to describe (such as emotions, abstact concepts, some plant and animal species) there must be illustrations. School dictionaries are not only reference sources for information, but also the first language book that students will always use.

Suggestions

1. Suffixes of the headword in Turkish school dictionaries should be given to represent all the variations of the suffix: For example, the simple present tense suffix should be stated as *-Ar*, not *-ar*. Once the present simple tense suffix of a verb with a sound change is given first in a definition, all verbs with a sound change should be given first in the same way.

2. The symbol "+" should be preferred before the suffixes that come to the noun and "-" symbol should be preferred before the suffixes that come to the verb.

3. Pronunciation information should be given in words that cannot be read as they are written, including suprasegmental units such as stress, tone.

4. The use of headwords should be included in example sentences created by the lexicographers of the dictionary and the sentences must be appropriate for the contexts with which students are familiar with world knowledge.

5. Unlike English and French, since Turkish has a flexible system, an example sentence stating every grammatical function of the word must be included. Even in a differentiated language such as English, there are example sentences in school dictionary, but they must be included in the Turkish dictionary. Because the grammatical function of the headword mainly depends on the context. While a word in Turkish can be both an adverb and an adjective, this distinction is often clearly separated in English by form of the word (e.g. adverbs end with the suffix -ly). In this case, either the grammatical function should not be indicated in the Turkish dictionary so that any function not missing, or all of them should be listed completely.

6. If the headword is too abstract from the child's point of view, an example can only be used with contextualization instead of an abstract application such as a definition sentence. Because while the definition sentence is abstraction by nature, example sentences are concrete.

7. Illustrations should be used for words that are difficult to describe with words such as emotions, complex structures.

8. Including synonyms of the headword should be used as a cross-reference rather than a method of definition. After a definition sentence, the synonym of the headword can be presented as extra information.

9. Illustrations of words close to each other in the concept area should be grouped together thematically. For example, expressions of horror and fear should be given side by side with a facial expression.

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Appendices

Appendix 1. Entries Examined

Entries	TDK School Dictionary	Le Robert Junior Illustré Dictionnaire Scolaire	Cambridge School Dictionary
bahriye/ marine / navy	*a.* Bir devletin deniz güçlerinin ve kuruluşlarının bütünü (p.50ᵃ).	**n. f.** 1. Tout ce qui concerne la navigation sur mer. *Luc a visité le musée de la marine.* **2.** Ensemble des navires de commerce ou de guerre d'un pays. → **flotte.** *La marine française.* Un officier de marine. MARINIER, SOUSMARIN (p. 625ᵃ).	/ˈneɪvi/noun **1 the Navy** ships and soldiers used for *fighting wars at sea to be in the navy.* (p. 498ᵃ).
bahsetmek,-der/ mentionner/ mention	(- *den*) Bir konu üzerinde söz söylemek, konuşmak, sözünü etmek (p.50ᵃ).	**v.** (conjug. 16) Indiquer. **signaler** *N'oubliez pas de mentionner votre date de naissance* (p. 639ᵃ).	/ˈmenʃᵊn/ verb [T] **1.** to briefly speak or write about something or someone *I'll mention your to Caroline.* ○ *She didn't mention her daughter* [+ (that)] *He mentioned that he liked skydiving.* **2 not to mention** used to emphasize the importance of something that you are adding to a list *The resort has great hotels and restaurants, not to mention some of the best skiing in the region.* COMMON LEARNER ERROR No preposition is normally needed after the verb **mention.** *He didn't mention the price. He didn't mention about the price.* (p. 47¹ᵇ).

Appendix 2. Entries Examined

bahşetmek,-der/ donner/donate	(-*i,-e*)Karşılıksız olarak vermek (p.50ᵃ).	**v.** (conjug 1.) **1.** Offrir. Il lui a donné un livre pour son anniversaire. ‖ contr. **recevoir**‖ 2. Fournir. Donnez- moi un kilo de pommes.→ **vendre. 3.** Confier. J'ai donné mes chaussures à ressemeler. **4.** Provoquer. *Cette marche m'a donné soif.* **5.** Indiquer, communiquer. Il lui a donné son adresse. *Donne de tes nouvelles!* **6.** Accorder. Elle lui donné la permission de sortir ce soir. **7.** *Flore a donné une gifle à son frère, elle l'a giflé. Il's est donné un coup de peigne, il s'est coiffé.* **8.** *Ma chambre donne sur le jardin,* elle a vue sur le jardin (p. 311ᵃ).	/dəʊˈneɪt/ verb [T] **1** MONEY/ GOODS to give money or goods to a person or organization that needs help *Four hundred new computers were* **donated to** *collage.* **2** BLOOD/ORGANS to allow some of your blood or part of your body to be usef for medical purposes (223ᵇ).
bahşiş/ pourboire/ tip	*a.* Yapılan bir hizmete ödenen miktardan ayrı olarak fazladan verilen para (p.50ᵃ).	**n.m.** Petite somme d'argent que le client donne en plus du prix, à la personne qui l'a servi. *Il a donné un pourboire au chauffeur de taxi.* aussi →**service** (p.807ᵇ).	/tɪp/ noun (...) **3** MONEY an extra amount of money that you give to a driver, someone working in a restaurant, etc to thank them *We left a tip because the waiter was so friendly* (p. 779ᵃ).
baht/ fortune/fortune	*a.* Kader, talih, alın yazısı, şans, mutluluk (p.50ᵃ).	**n.f. 2** (...) *La bonne fortune,* c'es la chance. *La mauvaise fortune,* c'est la malchance. (...) (p. 431ᵇ).	/ˈfɔːtʃuːn/ noun (...) **2** LUCK **C,U**] the good or bad things that happen to you [**usually plural**] *The family's fortunes changed almost overnight.* **3 tell sb's fortune** to say what is going to happen to someone in the future (p. 304ᵃ).
bahtiyar/ heureux /fortunate	sf. Bahtlı, talihli, mutlu (p.50ᵃ).	**adj. 1.** Content, satisfait. Je suis trés heureuse de vous voir bientôt. ‖ contr. malhereux, triste‖ ils ont tout pour être heureux. → aussi **bonheur. 2.** Qui a de la chance. Il peut s'estimer heureux de ne pas avoir été blessé dans l'accident. **3.** Rempli	/ˈfɔːtʃᵊnət/ adjective lucky + [+ **to do sth**] *I am very fortunate to be alive.* [+(that)] *It was fortunate that someone was available to take over.* → Opposite **unfortunate** (p.303ᵇ).

Appendix 3. Entries Examined

		*de bonheur. Nous vous souhaitons un heureux anniversaire (*p. 500ª).	
bakan/ ministre/ minister	*s*f. Bakma işini yapan. **2.** *a.* Hükûmet işlerinden birini yönetmek için, genellikle milletvekilleri arasından, başbakan tarafından seçilerek cumhurbaşkanınca onaylandıktan sonra işbaşına getirilen yetkili (p.50ª).	**n.m.** Personne nommée par le président de la Répuplique à la tête d'un ministére. *Elle est ministre de la Santé. Voici le Premier ministre, le chef du gouvernement* (650ᵇ).	/ministəʳ/ *noun* [C] **1**POLITICS a politician who is responsible for a goverment department or has to important position in it *a finance/health minister* **2** RELIGION a priest in some Christian churches *Baptist/ Methodist minister* . See also: **prime minister** (p. 478ᵇ).
bakanlık,-ğı/ ministére/ ministry	*a*.1. Bakan olanın durumu ve görevi. **2.** Bakanın yönetimi altındaki kuruluşların bütünü veya bu kuruluşların bulunduğu yer (p.50ª).	**n.m. 1.** Ensemble des ministres et des secrétaires d'Etat d'un gouvernement. *Le Premier ministre a formé son ministére.* **2.** Administration qui dépend d'un ministre. *Le ministére de l'Agriculture.* **3.** Fonction d'un ministre. *Son ministére a duré deux ans* (650ᵇ).	/mɪnɪstri/ *noun* **1** POLITICS [C] a goverment department which is responsible for a particular subject *the Ministry of Defence a Foreign Ministry spokesman* **2** the ministry RELIGION the job of being priest (p. 478ᵇ).
bakıcı/ infirmier (n.m.) infirmiére(n.f.)/ caretaker	*a.* **1.** Daha çok çocuk, yaşlı ve hastalara bakmak, hizmet etmek işiyle görevli kimse. **2.** Bir şeyi satın almayı düşünmeden yalnızca bakarak ilgilenen kimse (p.50ª).	personne dont le métier est de prendre soin des malades. *L'infirmiére est venue me faire une piqûre* (536ª).	/keəˌteɪkəʳ/ *noun* [C] **1** BUILDING someone whose job is to look after a large building, such as a school **2** PERSON *US* someone who looks after a person who is young old or ill (p. 107ª).
bakım/ soin/ care	*a.* **1.** Bakma işi. **2.** Bir şeyi iyi işlemesi için elden geçirme. **3.** Birinin beslenme, giyim vb. ihtiyaçlarını üstlenme ve sağlama işi (p.50ᵇ).	**n.m. 1.** Attention que l'on apporte à ce que l'on fait.→ **application.** *Luc a fait sa rédaction avec soin.* **2.** *soin de la pelouse, il s'en occupe soigneusement.* **3.** *Alex avait pris soin de nous avertir, il avait pensé à le faire.* **4.** *Le blessé a éte transporté à l'hopital pour y recevoir des soins*, pour y être soigné. *Elle*	/keəʳ/ *noun* **1** PROTECTION [U] the process of looking after something or someone, especially someone who is young, old, or ill *skin/ hair care*○*A small baby requires constant care.* **2** ATTENTION [U] If you do something with care, you give a lot of attention to it so that you do not make a mistake or damage anything. *She planned the trip with great care.* ○ *Fragile - please handle with care.* **3** take

Appendix 4. Entries Examined

		est aux petits soins pour son mari, elle est trés attentionnée (p.959ᵇ- 960ª).	**care** to give a lot of attention to what you are doing so that you do not have an accident or make a mistake *The roads are very icy so take care when you drive home.* **4 Take care!** *informal* used when saying goodbye to someone *See you soon, Bob - take care!***5** WORRY [C] a feeling of worry *He was sixteen years old and* **didn't have a care in the world** (= had no worries). **6** in care *UK* Children who are in care are looked after by government organizations because their parents cannot look after them. *She was* **put/taken into care** *at the age of twelve.* **7 take care of sb/sth** to look after someone or something *My parents are going to take care of the house while we're away.* **8 take care of sth/doing sth** to be responsible for dealing with something *I did the cooking while Guy took care of the washing up.* See also: **intensive care** WORD PARTNERS FOR *care* **take** care **of** sb, **need/ provide/ receive** care, **constant- long- term** care, **in/ under** sb's care (p. 106ᵇ- 107ª).
bakımevi/ hospice/ nursing home	*a.* **1.** Bakıma ihtiyacı olan kimselerin bakıldıkları, barındıkları kuruluş. **2**. Kurum ve kuruluşlarda motorlu araçların onarıldığı ve korunduğu yer ve birim (p.50ᵇ).	**n.m.** Maison où l'on accueille les personnes âgées qui n'ont pas d'argent. *Il a fini sa vie à l'hospice* (p. 506ᵇ).	*noun* [C] HEALTH a place where old people live to receive medical care (p.511ᵇ).

Appendix 5. Entries examined

bakır/cuivre/ copper	*a.* **1.** Isı ve elektriği iyi ileten, kolay işlenir olduğundan eski çağlardan beri türlü işlerde kıllanılan, kızıl renkli element. **2.** Bu elementten yapılmış kap. **3.** Bu elementten yapılmış (p.50[b]).	n.m. **1.** Métal rouge assez mou. *Les fils électriques sont en cuivre.* **2.** Les cuivres, ce sont les objects en cuivre. **3.** *La trompette et le trambone sont des cuivres*, des intrumets de musique à vent en cuivre (p. 246[a]).	/kʊpə/ noun **1.** CHEMISTRY [U] a soft, red brown metal used in electrical equipment and to make coins, etc. (symbol **Cu**) *copper wire* → See picture at **oxidation 2** MONEY [C] *UK* a brown coin with a low value (...)(p. 166[a]).
bakış/ regard /glance	*a.* Bakma işi veya biçimi (p.50[b]).	**n.m.** Expression des yeux de quelqu'un qui regarde. *Il la suivait du regard. Elle lui a lancé un regard furieux* (p.875[b]).	/glɑːns/ noun **1.** [C] a quick look *She **had a quick glance** around the restaurant.* **2. at a glance** If you see something at a glance, you see it very quickly or immediatly. WORD PARTNERS FOR glance: **cast/ give/ have** a glance [at/ around, etc] sb / sth, **exchange** glances, a **cursory/ quick** glance (p. 325[a]).
bakış açısı/ point de vue/viewpoint	*a.* Bir olayda, konuyu, düşünceyi belirli bir yönden inceleme, görüş açısı (p.50[b]).	**n.m. 1.** Endroit d'oú l'on a une belle vue. *Au sommet de la colline, il y a une beau point de vue.* 2. *Je ne partage pas ton point de vue sur ce sujet, je ne suis pas de ton avis.* → **position** (p. 790[b]).	/ˈvjuːpɔɪnt/ noun [C] a way of thinking about a situation *From his **viewpoint** the action seemed entirely justified* (p. 823[b]).
bakışmak/ se regarder/ exchange looks	*(nsz, -le)* İki veya daha çok kimse birbirine bakmak (p.50[b]).	there is no entry	(...) **3 exchange looks/ smiles/ words, etc.** If two people exchange looks, smiles, words, etc. they look at each other, smile at each other, talk to each other, etc (p.262[b]).
baki/ impérissable/abiding	*sf.* Sürekli, kalıcı, daimi (p.50[b]).	**adj.** Qui ne peut périr, disparaître. *Il a gardé un souvenir impérissable de ce voyage.* → **inoubliable** (p. 520[b]).	/əˈbaɪdɪŋ/ adjective [**always before noun**] An abiding feeling or memory is one that you have for a long time. *My **abiding memory** is of him watering his plants in the garden* →See also **law- abiding** (p.1[b]).

Appendix 6. Entries Examined

bakiye/ solde /balance	*a.* Artık, artan, kalan, geri kalan şey (p.50[b]).	**n.m.1.** Somme qu'il reste à payer. *Vous devez payer 20% à la commande et le solde à la livraison.* 2. *Ce manteau est en solde*, il est vendu avec un réduction. Ces soldes sont intéressants, ces produits vendus au rabais (p. 961[a]).	/ˈbæləns/ noun (...) **5 FINANCE** [C] the amount of money that you still have to pay, or that you have to left to use [**usually singular**] *I always pay off the balance on my credit card each month* (p. 53[a]- 54[b]).
bakkal/ épicerie /grocer + grocery[1]	*a.* Yiyecek, içecek ve başka ihtiyaç maddelerini perakende olarak satan kimse. **2.** Bu gibi şeylerin satıldığı dükkân (p.50[b]).	**n.f.** Magasin, ou rayon d'un magasin, où l'on vend des produits alimentaires (366b). / Personne qui tient une épicerie (366b).	/ˈɡrəʊsə/ grocer noun **1 grocer's** *UK* a shop that sells food and other products used in home **2** [C] someone who owns or works in a grocer's (p. 337[b]). /ˈɡrəʊsᵊri/ (*also US* ˈgrocery ˌstore) noun [C] a shop that sells food and products used in the home (p. 337[b]).