

## THE SKETCH OF A COMPARATIVE DICTIONARY DEVELOPED FOR ESL LEARNERS AT ELEMENTARY LEVEL

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### Abstract

*This study was intended to develop a dictionary for the students of English at elementary level who had different mother tongues. The purpose of developing a comparative dictionary was to pinpoint the problems of students in learning English. The study adopted qualitative research design to gather and analyse the data. The corpus analysis technique was employed to determine the selected lexis for the students of elementary grade. The students included in this research spoke different mother tongues i.e. Punjabi, Saraiki, and Urdu. As it has been observed that, there was no comparative dictionary in regional languages available while Punjabi and Saraiki are the most spoken languages in Punjab. Different types of dictionaries are available but a comparative dictionary is not available. A words list was made with the textbook. The words were arranged according to alphabetic order. The data was collected from the "English" textbook of "Punjab Curriculum and Textbook Board, Lahore" of level eight. The sketch of the dictionary was developed according to data which was collected. Through this dictionary, various problems had been highlighted in this research.*

**Key Words:** Lexicography; Bilingual dictionaries; Corpus analysis; ESL teaching; Elementary level

### 1. Introduction

Language is crucial for exchanging ideas, feelings, and expressions among people. Pakistan is a multilingual country with 70 languages and dialects spoken by its people. To explore this question one needs to evaluate these complexities. This research focuses on the problems faced by students in the Southern Punjab, who speak Punjabi, Saraiki, and Urdu as their Mother Tongue. These languages have different expressions and have diverse cultural factors. Different cognitive and cultural makeups cause differences in learning processes. To address the issues of cognitive understanding regarding academic learning, a Comparative Dictionary was created to help students with different mother tongues communicate effectively. Some students speak Urdu, Punjabi, Sindhi, and Saraiki at the elementary level, but teachers commonly use one language for lectures. This causes students to feel anxious and hesitant to understand lectures and to talk with others due to their lack of confidence. The researcher chose Urdu, Punjabi, and Saraiki as the languages to develop a comparative dictionary for elementary level students and teachers. Urdu

is a national language spoken throughout Pakistan and is taught as a compulsory subject at primary, elementary, and graduate levels. Punjabi is derived from the Aryan language Prakrit. Prakrit, is one of the most popular languages in the province, with different dialects in different parts, and Saraiki is derived from Saracen. There is a district in Arab in the name of Saracen. (ShoukatM.2004) these languages are used to make interpretation as it is the process of exchanging content between source and objective dialects, using lexicons as a specialized tool. Interpreters may use a bilingual lexicon when encountering unknown words, checking spelling, or for historical reasons. Etymology is concerned with the written work of lexicons (Cabre, 1999, p. 37). Both lexicology and etymology are semantic sciences. Lexicography is a skill that can be divided into two main sections: the hypothesis and the Praxis. Praxis focuses on word reference making, while the hypothesis focuses on examining lexicons. The hypothetical branch is more complex and involves analyzing existing lexicons and words (Bogaards/van Sterkenburg, 2003, p. 27). While words are a fundamental part of etymology, with phonology, orthography, punctuation, and semantics being the main components. As per Hartman and James (1998) words have components like phonology, orthography, punctuation, or semantics. Etymologists record the structure, complex affiliations, and usage of words as segments of lexicon sections. One of the lexicographic standards is the push to record the most exact and a la mode standards of word use (recurrence) while delivering word references. For example, MED2 has a component that labels words with stars, determining their frequency and the importance of learning the checked word. The proposed typology of word references based on Atkins and Rundell's framework, focuses on exchange word references rather than academic and recorded lexicons. Atkins and Rundell (2008) discuss the properties of exchange word references, including the number of dialects, word reference inclusion, and medium. They also highlight the difference between monolingual and bilingual lexicons, monolingual lexicons having multiple dialects, and compact lexicons, which are smaller and versatile, either in print or electronic formats. McArthur (1998) suggests two methodologies for lexicon use: semasiological and onomasiological. Semasiological involves understanding the word's significance, while onomasiological involves finding an appropriate word for the meaning. The client's dialect and proficiency determine the appropriateness of the word reference, while the client's motivation for using the lexicon is considered.

As per Hartman and James (1998) the microstructure of a reference work alludes to the configuration of a lexicon section; subsequently, the microstructure means how data about the headword is given and displayed, with the suitability of the talk structure of the passage to help the client foreseen. The macrostructure and microstructure are crucial parts of a lexicon, with macrostructure referring to the general plan of reference work, while microstructure focuses on the substance and organization of passages (Hartmann, 2001). Correspondingly, macrostructure subsequently comprises as the general structure from which the client and in addition the compiler (word reference producer) pulls back the coveted data. The most widely recognized of these structures in Western lexicons is the in sequential order word list which is likewise its focal part. Regardless, there are more ways to deal with organizing the headwords, for example, specifically, sequentially or by recurrence (Hartmann and James, 1998, p.91). Lexicography and terminographical assets are only possible when clients and usage circumstances are considered. Clients' needs are linked to the specific situations they need word references for. They can be categorized into three groups: specialists, semi-specialists, and laypeople/non-specialists. Non-specialists are potential clients who lack knowledge about fundamental theories in a specific

field, while semi-specialists are those with advanced education. Lexicon construction decisions prioritize functions and user needs, with specialized dictionaries often focusing on one or more functions, as per Bergenholtz and Nielson's (2006) analysis. There are three main types of monolingual dictionaries: native-speaker dictionaries, learners' dictionaries, and technical dictionaries. Academic English is growing globally, but there is no current dictionary available. College dictionaries, popular in the US, are aimed at native-speaker students and have similar features. Non-native speaker students need a dictionary of academic English, as they rely on advanced learners' and bilingual dictionaries. Native-speaker and technical dictionaries fill this gap, but both contain more demanding definitions. Technical dictionaries lack the vocabulary of general academic English and the vocabulary of technical dictionaries. Fact, the only characteristic other than the target user distinguishes between 'student' and 'general' types of dictionaries seems to be the number of entries (Bejoint, 2000). In UK, the Compact Oxford English Dictionary for University and College Students is very similar to the Compact Oxford English Dictionary of Current English. The publisher's promotional material tries its best to make a clear distinction between the two dictionaries, but a quick inspection reveals that the only real difference lies in the additional material (e.g. sections on academic writing, how to write a CV, etc.) in the 'student' version, not in the dictionary macro structure or microstructure. Non-native speaker students are in even greater need of a dictionary for academic English. They currently rely heavily on advanced learners' dictionaries and bilingual dictionaries. However, these dictionaries do not focus on academic words/meanings but on high-frequency words. Thus, native-speaker dictionaries and sometimes-technical dictionaries are used to fill this gap for vocabulary coverage. However, both types of dictionaries contain much more demanding definitions. Technical dictionaries suffer from an additional problem: because they focus on a single domain, they lack the vocabulary of general academic English, and the vocabulary from neighboring subject fields.

## **2. Literature Review:**

This study explores regional languages in Pakistan, focusing on the Indo-Aryan family's Punjabi language. It highlights the acceptance of Saraiki as the oldest and most acceptable language in the Indus Valley, which was widely used in Pakistan. The region was ruled by the Brahman family and was known for its rich history. The language was also the mother tongue of many Saraiki nations, and Multan, now known as Multani, is a Saraiki language. Language is based on sound signals and includes structure, original ideas, emotion transfer, and culture transfer. The Sikh Sabha of Lahore published the first daily newspaper Punjabi, and Muhammad Hasan wrote Balochi and Brahvi poetry.

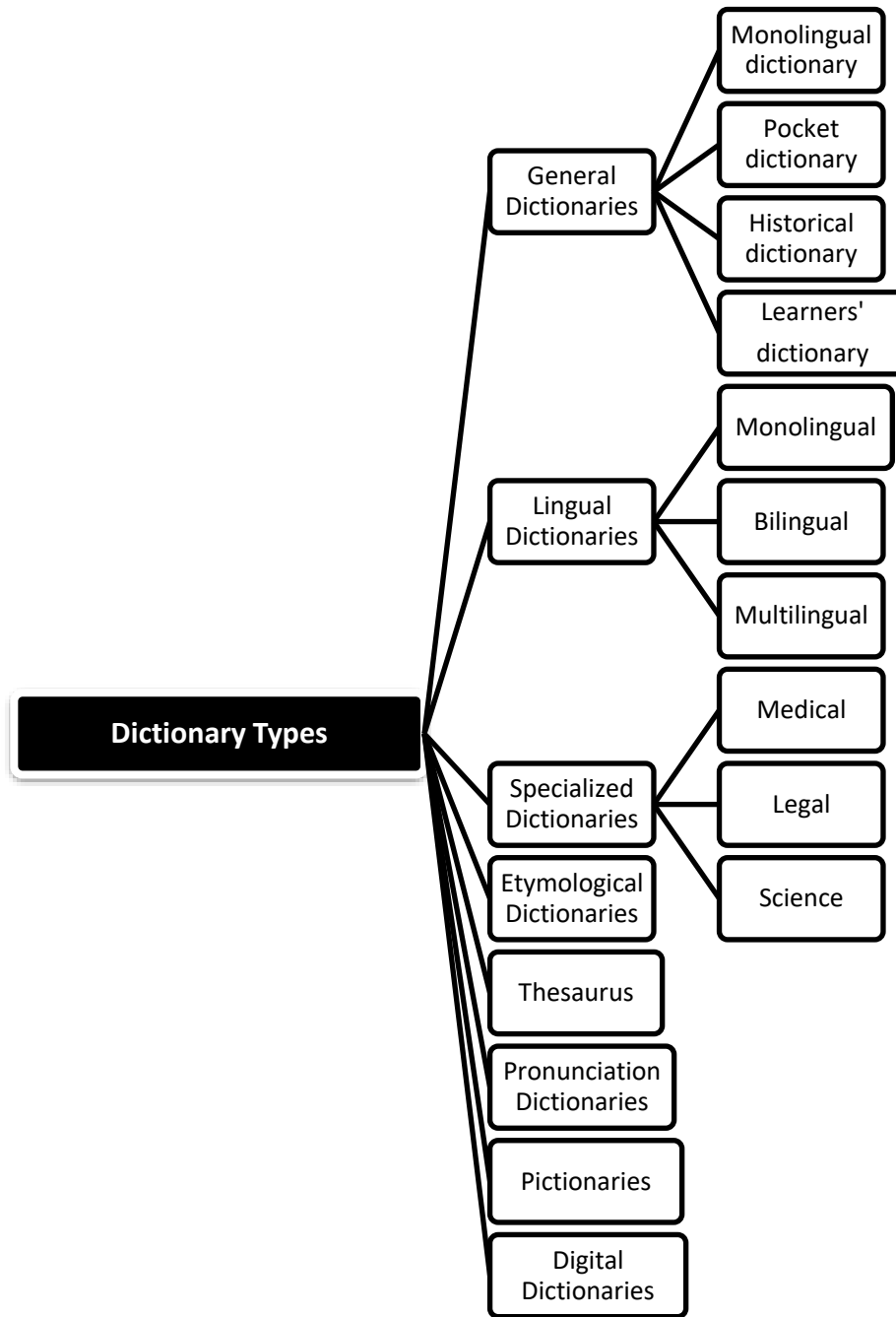


Figure 1. Major Types of dictionaries

Lexicography, a professional activity related to education, involves the application of meaning, evolution, and vocabulary in dictionary writing. It is considered an art and craft, and dictionary research can now be covered by lexicography. Lexicography is a field that studies the study of words and their functions. Dictionaries can be classified into two types: entries of density, which cover general or specific word lists, and entries of time, which are settled dynamically or static. The purpose of a dictionary can be referential or normative. The arrangement of entries can be

alphabetically arranged or casual. There are various types of dictionaries, such as synchronic and dialect dictionaries, technical terms dictionaries, profession-related dictionaries, jargon and slang dictionaries, orthographical dictionaries, pronunciation dictionaries, derivation dictionaries, frequency dictionaries, reverse dictionaries, homonyms dictionaries, and grammar dictionaries (Corris et al. 2004). The dictionaries help learners gain knowledge about language and improve their efficiency. They also provide accurate pronunciation, transcription, and grammatical information about words. Lexicographers also consider the arrangement of entries, whether they are alphabetically arranged or casually arranged. Dictionary design consists of three parts: front matter, body part, and appendices. Front matter includes the introduction of the preface, elaboration of new transformed words, attribution of the edition, pronunciation, transcription, abbreviation, history of the language, and relevant things to the topic. The body part includes a list of headwords of alphabets, meanings of words, parts of speech, examples, phonological transcriptions, and definitions (Jackson, 2009). Back matter includes references, currency information, measurement units, and maps for geographical location. Dictionaries typically contain between one and two million words. Languages in Australia speak different types, including agglutinating (most Austronesian, Papuan, and Pama-Nyungan Australian dialects) and poly synthetic (non-Pama-Nyungan Australian dialects). Polytheistic dialects result in long and complex word frames, causing difficulties for lexicon creators. New Caledonia dialects incorporate tone and complex phoneme inventories, while some Papuan dialects are phonologically straightforward. Serial verb developments are common across the region, with some dialects having a small verb stock. Relative vocabulary is an element of some Australian dialects, with words from the "Pandanus dialect" being incorporated into the Kalam lexicon (Pawley et al. 2011). In Rapanui, the content of Rongorongo is difficult to disentangle and continues to welcome hypothesis. In Vanuatu dialects, some verbs substitute introductory consonants for angle, resulting in a cross-reference. Speakers do not always perceive polysynthetic dialects with complex morphophonemic changes. Conjugation classes for verbs in some Australian dialects require the choice of a reference shape, with ideal models accommodating every verb or once for a precedent verb that is cross-aligned by others in a similar conjugation. In agglutinative dialects, verbs are given later to give an analytical frame to the worldview in which the verb occurs. Word references have been created by speakers of indigenous dialects of the district, either as solo creators or in collaboration with a language specialist (Manning et al. 2001). These speakers may not have training in lexical databases, but many language specialists are not comparatively untrained. Advancements in dialect documentation include creating a citable corpus of essential accounts connected to their transcripts, allowing for easier recovery of prosodic highlights and the use of playable media in word references. Dictionaries of indigenous languages often require specific strategies to understand etymology. Factors such as the number of speakers, the number of proficient speakers, and the job of education in the network, and the amount of data recorded in the dialect can influence the success of a lexical database. With few speakers, it may be difficult to find an enthusiastic etymologist who speaks the dialect, which can result in a lack of interest in orthography and the group of listeners for proficient word reference. Synchronic and historical principles in dictionaries in this region are generally synchronic, but in Oceanic dialects, the presence of generous reproductions of proto structures allows for incorporation into synchronic lexicons for relative purposes. Examples include the Swadesh (1971) rundown, Claire's database, and POLLEX, a lexical examination project for Polynesian dialects. For projects attempting to

record indigenous dialects, the underlying lexical data is typically as a wordlist. However, if the work progresses, the microstructure may become more nitty-gritty, such as investigating semantic connections in lexica. The Natural Semantic Metalanguage, which started in Australia, has been used in etymology of semantic ideas in some indigenous dialects. In the mid-1980s, Robert Hsu developed Lexware, a program to create lexical databases from which word references in different structures could be determined. This led to the development of various dictionaries, such as the Austronesian Comparative Dictionary, the combined Hawaiian Dictionary, combined Kiribati-English Dictionary, Marshallese English Online Dictionary, Micronesian Comparative Dictionary, Mokilese-English Dictionary, Pohnpeian-English Dictionary, and Yapese Dictionary (Blust and Trussel 2010). Dictionaries are essential tools for language learning, with monolingual and bilingual dictionaries being the most popular. Monolingual dictionaries are single-language dictionaries, such as English-to-English, Punjabi-Punjabi, or Urdu-Urdu, used by advanced learners for pronunciation, grammatical information, vocabulary, and word usage. They are preferred by successful and proficient students but can be difficult to use due to the unlimited search of words. Bilingual dictionaries are easy to use and provide meanings in the native language or L1 of the learner. They coordinate between two languages at the lexical level and are used for translation purposes. With the advancement of technology, online dictionaries have increased significantly, and lexicography has taken special attention in this context. The diverse needs of dictionary users with hardbound or electronic dictionaries should be investigated in the Pakistani context, as a large population uses such a linguistic tool. Data analysis includes coding and verbal synthesis, while quantitative approaches involve collecting numerical data to explain, predict, and control phenomena of interest.

### **3. Research Methodology**

This research deals with qualitative approaches. Qualitative approaches involve the collection of extensive narrative data in order to gain insights into phenomena and is the standard experimental method of the most scientific disciplines. Quantitative research design is a research method, which is used extensively by scientists and researchers in which numerical data works. A qualitative approach for data collection was used in order to develop a comparative dictionary in original languages of South Punjab for English language learners at the elementary level. As Jamil et al, (2014) emphasize that rich vocabulary is essential for reading, writing, and speaking skills. Without a strong vocabulary, learners struggle with understanding texts and expressing ideas effectively. In Pakistan, English is taught as a second language, and the importance of developing robust vocabulary skills cannot be overstated, especially as English plays a key role in education and professional success. The research concerned that there is no comparative dictionary in regional languages available while Punjabi and Saraiki are the most spoken languages in Punjab. Different types of dictionaries were available, but a comparative dictionary was not available. Words list was made with the next book. The data was collected from the "English" textbook of Punjab Curriculum and Textbook Board, Lahore, of level eight. The sketch of the dictionary was developed according to the data, which was collected. Noun, verb, adverb, and adjectives were separated. Research instruments are used to keep track of what the researcher observes and how to report it. A research instrument is a tool, which is used to collect information in a qualitative. It must be valid and precise. Surveys, questionnaires, and interviews are good instruments and tools to conduct good quality research. As far as this research is concerned, it deals with the formation of a comparative dictionary. As Anjum & Memon (2020) many teachers prioritize memorizing word lists and definitions over strategies that promote



active engagement with language. This approach limits students' ability to apply vocabulary in real-world contexts or independently learn new words. While there has been some recognition of the need to modernize language-teaching methods, morphology based instruction is still relatively underexplored in the Pakistani educational system. So, the researcher has tried to prove different words of different languages-Punjabi, Saraiki, and Urdu-by keeping in mind the level of student competencies. The research tool was dictionaries of the Urdu, Punjab, and Saraiki languages. Secondly, English textbooks of elementary level. The data was collected from an English textbook of Punjab Curriculum and Textbook Board, Lahore, of level eight. Those words were selected which were difficult for the students and their meanings were different in Urdu, Saraiki, and Punjabi. English Textbook and its vocabulary were the sample of the research. The researcher collected the data with reference to different languages (Urdu, Punjabi, and Saraiki) for development of the dictionary. A variable is defined as anything that varies or changes in value because variable represents a quality that can exhibit differences in values. It may be said that a variable is generally anything that may assume different numerical values. Research variables that deal with this research are the sketch of the Comparative dictionary for Elementary level for English Vocabulary. This research study was confined to Elementary level in Multan region. The delimitations of the study are the things which the research did not do. The following are the delimitations of this research:

- Grammar, translation, and semantics were not part of this research.
- A number of total letters in Urdu, Punjabi, and Saraiki were not focused.
- It was not paid attention to the problems in Urdu, Punjabi, and Saraiki orthography.

#### 4. Sketch of Comparative Dictionary

##### Letter “A”

“A” is the first letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Saraiki and Punjabi so that the learners of these languages may not feel difficulty in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Ability	صلاحیت	گھن	قابل
2	Absolutely	بالکل	کلبل	بالکل
3	Accept	قبول کرنا	منڑ	منیا
4	Accommodation	رہائش	گھر	گھرے
5	Achieve	حصول	لونڑ	لینڑ
6	Acknowledge	ماننا	من ونجن	من ونجن

7	Act	عمل کرنا	عمل کرن	عمل کرنا
8	Address	خطاب	تقریر	تقریر
9	Administrator	منتظم	اگوانٹر	اگوان
10	Affair	معاملہ	ماملہ	ماملہ

### Letter “B”

“B” is the first letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Back	واپسی	واپس اون	واپس
2	Bear	برداشت	جترارکھ	ٹھنڈ رکھ
3	Beat	پیٹنا	مارنا	ماریا
4	Beautiful	خوبصورت	سوہنڑاں	سوہنا
5	Bed	بستر	جا	بستر
6	Began	شروع کیا	شروع کرن	شروع کیتا
7	Behave	برتاؤ کرنا	سلوک	برتاؤ
8	Best	بہترین	بہوں چنگا	ودیا
9	Better	بہتر	چنگا	اچھا
10	Bicycle	بائیسکل	سیکل	سیکل

### Letter “C”

“C” is the first letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. no.	English	Urdu	Siraiki	Punjabi
1	Call	بلانا	سدڑاں	بلایا



2	Camera	کیمرہ	کیمرہ	کیمرہ
3	Care	دیکھ بھال	دھیان	دھیان
4	Carry	اٹھانا	چاون	چکیا
5	Case	معاملہ	ماملہ	ماملہ
6	Cattle	مویشی	مال ڈنگر	مویشی
7	Causes	اسباب	وجہ	وجہ
8	Certainly	یقینی طود پر	پک نال	یقین نال
9	Certainly	یقینا	پک نال	لازمی
10	Change	تبدیل کرنا	وٹاونر	بدلیا

### Letter “D”

“D” is the fourth letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Damage	نقصان	نصقان	گھاٹا
2	Danger	خطرہ	ڈر	دھڑکا
3	Date	تاریخ	تریخ	تریخ
4	Daughter	بیٹی	دھی	دھی
5	Day	دن	ڈینہہ	دیہاڑ
6	Decide	فیصلہ کرنا	فیصلہ کرن	فیصلہ
7	Deficiency	قلت	گھٹ ہون	کمی
8	Deliberate	قصدا	جان بجه تے	جان بھ کے

9	Demonstrate	بیان کرنا	ڈساونڑ	دسنڑاں
10	Describe	بیان کرنا	واضح دسن	دسنڑاں

### Letter “E”

“E” is the fifth letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Early	جلدی	اگوں اگوں	شیتی
2	Eat	کھانا	کھاونڑ	کھادا
3	Education	تعلیم	پڑھائی	پڑائی
4	Element	عنصر	جز	عنصر
5	Embraced	قبول کرنا	مننڑ	منیا
6	Empire	سلطنت	حکومت	حکومت
7	Empty	خالی	کھالی	خالی
8	Enemy	دشمن	دشمنڑ	دسمن
9	Environment	ماحول	محول	ماحول
10	Events	واقعہ	واقعہ	واقعہ

### Letter “F”

“F” is the sixth letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Face	چہرہ	مکھڑا	مکھ
2	Family	خاندان	دان خان	ٹبر
3	Farmer	کسان	جٹ	کسان

4	Fast	تیز	تکھا	تیج
5	Fatal	جان لیوا	مارنڑ آلا	مارنڑ والا
6	Fate	قسمت	نصیب	سیت
7	Father	باپ	ابا	باپو
8	Fear	ڈر	ڈر	خوف
9	Feast	دعوت	سڈ	سڈا
10	Feel	محسوس کرنا	محسوس کرنڑ	محسوس کیتا

### Letter “G”

“G” is the seventh letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Gas	گیس	گینس	گیس
2	Gathering	اجتماع	کٹھ	ادوال
3	Generous	سخی	سخی	سخی
4	Get	حاصل کرنا	گھننڑ	پاتا
5	Give	دینا	ڈیونڑ	دتا
6	Go	جانا	ونجنڑ	جا پیا
7	Gold	سونا	سونا	سونا
8	Golden	سنہری	سنہرا	سنہرا
9	Good	اچھا	چنگا	چنکا

10	gracious	خوش اخلاق	چنگا	چنگا
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### Letter “H”

“H” is the eight letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Hand	ہاتھ	ہتھ	ہتھ
2	Handkerchief	رومال	رومال	رمال
3	Hardship	مشکل	اوکھ	اوکھا
4	Harsh	کھردرا	تکھا	رڑک پیدا ہوئی
5	Head	سر	سر	سر
6	Health	صحت	موٹا تازا	صیت
7	Hear	سننا	سننڑ	سنیا سی
8	Heart	دل	دل	دل
9	Heavy	بھاری	وزنی	پاری
10	Helper	مددگار	بیلی	بیلی
11	Hesitation	ہچکچاہٹ	شرماونر	ڈر

### Letter “I”

“I” is the ninth letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Idea	خیال	سوچ	سوچیا سی
2	Ignorance	جہالت	کم علمی	جہل

3	Image	عکس	پچھاواں	پچھاواں
4	Immediate	فوری طور پر	جلدی نال	چھیتی نال
5	Important	اہم	خاص	جروری
6	Improve	بصلاح کرنا	ٹھیک کرنا	ٹھیک کیتا
7	Include	داخل کرنا	داخل کرنا	اندر کر
8	Increase	اضافہ کرنا	ودھنڑ	ودھیا سی
9	Increase	بڑھانا	ودھاونڑ	بڑھیا
10	Indeed	یقینی طور پر	اصل اچ	دراصل
11	Informal	غیر رسمی	عام جنی	بے تکلفی

### Letter “J”

“J” is the tenth letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	siraiki	Punjabi
1	Joy	خوشی	خشی	خشی
2	Just	صرف	صرف	صرف
3	Justice	عدالت	پنجیت	پنجیت

### Letter “K”

“K” is the eleventh letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Key	چابی	کنجی	کنجی
2	Kill	قتل کرنا	قتل کرنڑ	قتل

3	Knife	چاقو	کاتی	چھری
4	Knitting	بننا	وڑنٹ	وڑنٹ
5	Knives	چاقو	کاتی	چھری
6	Knock	دستک	کھڑکاونٹ	کھڑکاونٹ
7	Knot	گرہ	گنڈ	گنڈ
8	Know	جاننا	جان پہچان	جانداسی

### Letter “L”

“L” is the twelfth letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Lack	فقدان	کھٹ ہونٹ	کھٹ
2	Land	زمین	بھوئیں	دھرتی
3	Language	زبان	بولی	بولی
4	Later	بعد میں آنے والا	بعد آلا	دیر نال آونٹ والا
5	Laugh	ہنسنا	کھنٹ	ہسبا
6	Law	قانون	قنون	قنون
7	Lay	دینا	دیونٹ	دنا
8	Learn	سیکھنا	سکھنٹ	سکھ لے
9	Learn	سیکھنا	سکھنٹ	سیکھیا
10	Least	کم سے کم	گھٹ کنوں گھٹ	کھٹ توں کھٹ

### Letter “M”

“M” is the first letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Magic	جادو	ٹونہ	ٹونہ
2	Main	مرکزی	اہم	اہم
3	Majority	زیادہ تعداد	زیادہ	واوا سارے
4	Make	بنانا	بنڈاؤنڈ	بنانا
5	Mango	آم	امب	امب
6	Map	نقشہ	نشہ	نشہ
7	Mark	علامت	نشان	نشان
8	Market	بازار	بزار	بزار
9	Member	رکن	رکن	فرد
10	Men	آدمی	بنڈے	بنڈے

### Letter “N”

“N” is the first letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Nation	قوم	برادری	قوم
2	Near	نزدیک	نال	نیڑے
3	Nearly	قریب قریب	نیڑے	اندازہ
4	Neatly	صفائی سے	صفائی نال	صفائی نال
5	Newspaper	اخبار	اخبار	اخبار
6	Next	اگلی	اگلی	اگوں آلی
7	Night	رات	رات	رات
8	Noble	شریف	چنگا	چنگا

9	Nose	ناک	نک	نک
10	Now	اب	ہنڑ	ہنڑ
11	Nurse	نرس	نرس	نرس

### Letter “O”

“O” is the fifteen letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Obey	حکم ماننا	آکھا مننڑ	حکم منیا
2	Objection	اعتراض	اعتراض	اعتراض
3	Observe	مشاہدہ کرنا	دیکھنڑ	ویکھیا
4	Occupation	کاروبار	کم کار	کاروبار
5	Ocean	سمندر	سمندر	سمندر
6	Offer	پیش کرنا	پیش کش	پیش کش
7	Office	دفتر	دفتر	دفتر
8	Old	بوڑھا	بڈھا	بڈھا
9	Once	ایک دفعہ	ہک دفعہ	ہک وار
10	Open	کھولنا	کھولنڑ	کھولیا

### Letter “P”

“P” is the sixteenth letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Paint	رنگ	رنگنڑ	رنگنا



2	Pair	جوڑا	جوڑا	جوڑا
3	Palm	ہتھیلی	ہتھیلی	ہتھیلی
4	Paper	کاغذ	کاغذ	کاغذ
5	Parents	والدین	مائیو	مائیو
6	Part	حصہ	حصہ	حصہ
7	Participation	شمولیت	شرکت	شرکت
8	Particular	خاص	خاص	خاص
9	Partner	ساتھی	سنگی	سنگی
10	Path	راستہ	راستہ	راستہ

### Letter “Q”

“Q” is the first letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Quickly	جلدی سے	تکھے تکھے	چھیتی نال
2	Quite	خاموش	چپ	چپ

### Letter “R”

“R” is the first letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Rain	بارش	مینہ	مینہ
2	Raise	اوپر اٹھنا	اٹھنڑ	تان بونا
3	Rare	نایاب	نیاب	نیاب
4	Rather	بلکہ	بلکہ	ایس توں چنگا

5	Reach	پہنچنا	پچنڑ	پہچنڑ
6	Read	پڑھنا	پڑھنڑ	پڑھنا
7	Ready	تیار	تیار	تیار
8	Real	حقیقی	اصلی	اصل
9	Recite	تلاوت کرنا	پڑھنڑ	تلاوت کرنا
10	Recognize	پہچاننا	سنجانڑ	پہچاننا

### Letter “S”

“S” is the nineteenth letter of English alphabet. The researcher searched thirty nine words from 8<sup>th</sup> English Text book. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not fell difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Sad	غمگین	اداس	اداس
2	Safely	محفوظ طریقے سے	حفاظت نال	محفوظ طریقے نال
3	Satisfy	مطمئن کرنا	خوش کرنڑ	خش ہونڑاں
4	Saving	بچت	بچاونڑ	بچت
5	Saw	دیکھا	دیکھنڑ	ویکھیا
6	Say	کہنا	آکھڑاں	کہڑاں
7	Sell	بیچنا	ویچنڑ	ویچڑاں

### Letter “T”

“T” is the twentieth letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
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1	Tea	چائے	چاہ	چاہ
2	Teach	پڑھانا	پڑھاوئڑاں	پڑھاونا
3	Teacher	استاد	استاد	استاد
4	Team	ٹیم	گروہ	گروہ
5	Telephone	ٹیلی فون	ٹیلی فون	ٹیلی فون
6	Temporary	عارضی	جھٹ دا	تھوڑی دیر لئی
7	Think	سوچنا	سوچڑاں	سوچنا
8	Throw	پھینکنا	سٹڑاں	سٹنا

### Letter “U”

“U” is the twenty first letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Ugly	بدصورت	کوبھا	کوجھا
2	Understand	سمجھنا	سمجھنڑ	سمجھنا
3	Unify	متحد	کٹھا کرنڑ	کٹھا کرنا

### Letter “V”

“V” is the twenty second letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Value	قدر کرنا	قدر	قدر
2	Van	گاڑی	گاڈی	گڈی

3	Vanish	غائب ہونا	گم ہونٹرن	غیب ہونا
4	Various	مختلف	وکھو وکھ	وکھرا
5	Vehicle	گاڑی	گاڈی	گڈی
6	Very	بہت	بہوں	بہتا
7	Vibrate	تھرتھراہٹ	کنبٹڑ	سرسرانا
8	Victory	جیت	جت	جت
9	Village	گاؤں	کھوہ	پنڈ
10	Violate	حلاف ورزی کرنا	خراب کرنا	بگاڑنا

### Letter “W”

“W” is the twenty third letter of English alphabet. The researcher searched words from 8<sup>th</sup> English Textbook. The researcher translated these words into the languages of Urdu, Siraiki and Punjabi so that the learners of these languages may not feel difficult in understanding the languages.

Sr. No.	English	Urdu	Siraiki	Punjabi
1	Wake	جاگنا	جاگنڑ	جاگنا
2	Want	چاہنا	چاہونڑ	چاہندا
3	War	جنگ	جھیڑا	لڑائی
4	Wash	دھونا	دھونڑ	تویا
5	Watch	دیکھنا	دیکھنڑ	ویکھنا

### 5. Conclusion

Pakistani students need a comparative dictionary of English, Urdu, Siraiki, and Punjabi languages due to the country's linguistic diversity and the need for effective communication, learning, and cultural preservation. Pakistan is a multilingual society where English is the global language, Urdu is the national language, and Siraiki and Punjabi are widely spoken regional languages. A comparative dictionary helps students understand and connect these languages, reducing barriers between regional, national, and international communication.

Many students grow up speaking Siraiki or Punjabi as their mother tongue, while English and Urdu are taught in schools. A comparative dictionary simplifies their transition between languages, improving comprehension and academic success. A comparative dictionary provides

equivalents of words across languages, helping students expand their vocabulary and develop translation skills, which are valuable for academic and professional purposes. Including Siraiki and Punjabi alongside English and Urdu ensures regional languages are valued and preserved, fostering cultural pride among students.

Students studying linguistics, literature, or history can use the dictionary to explore linguistic relationships, cultural nuances, and etymology, enriching their research. Proficiency in multiple languages is crucial in fields like education, media, diplomacy, and international business. A comparative dictionary equips students with the tools they need to succeed in a multilingual world. By teaching students about linguistic similarities and differences, the dictionary promotes mutual respect and understanding among speakers of different languages, fostering national unity. Students often struggle with technical or academic terms in English. A comparative dictionary provides translations in Urdu, Siraiki, and Punjabi, making these concepts easier to grasp.

Pakistan is a multilingual country with diverse linguistic communities. A comparative dictionary enables students to understand and learn multiple languages simultaneously, fostering bilingual and multilingual skills. It helps bridge communication gaps among speakers of different languages, promoting unity and cultural harmony. English is the medium of instruction in many educational institutions, while Urdu serves as the national language. Punjabi and Siraiki are widely spoken regional languages. A comparative dictionary aids students in understanding terminology and concepts across these languages, enhancing their comprehension and academic performance. It supports vocabulary building, making it easier for students to excel in language studies and other subjects. By including regional languages like Siraiki and Punjabi, the dictionary preserves and promotes the rich linguistic heritage of Pakistan. Students gain insights into the cultural and historical significance of these languages, fostering a sense of pride in their heritage.

A comparative dictionary trains students in translation techniques by providing equivalent words and phrases in each language. This skill is particularly valuable in Pakistan's multilingual workplaces and in global communication. Many students in rural areas grow up speaking Punjabi or Siraiki as their first language. A comparative dictionary helps them transition to Urdu and English by offering clear linguistic parallels, reducing barriers to learning. Comparing words and meanings across languages encourages students to think critically about language structures, grammar, and cultural nuances, enriching their analytical and cognitive abilities. In a globalized world, proficiency in multiple languages is a significant advantage. A comparative dictionary equips students with the tools to pursue careers in translation, interpretation, teaching, and international relations.

Students interested in linguistics, literature, or cultural studies can use the dictionary as a foundation for research, contributing to the academic and cultural growth of the country. A comparative dictionary of English, Urdu, Siraiki, and Punjabi can be highly beneficial for Pakistani students in several ways. Students can learn and compare words across four languages, improving their understanding of vocabulary, grammar, and sentence structures. It helps students master English for academic purposes while staying connected to their native languages. Many students in rural areas speak Siraiki or Punjabi as their first language. A comparative dictionary makes it easier for them to grasp Urdu and English by providing relatable translations. It fosters better communication between regions, promoting national unity. By providing equivalents for complex English or Urdu terms in regional languages, the dictionary simplifies learning, making

concepts more accessible. Students studying literature, linguistics, or language translation benefit directly from this resource. Including Siraiki and Punjabi in academic tools like dictionaries highlights their cultural importance and encourages their usage alongside Urdu and English. Proficiency in multiple languages is valuable for careers in education, translation, journalism, and international relations. A comparative dictionary equips students with this skill set. Comparing meanings across languages develops students' analytical skills and fosters an appreciation for linguistic diversity and cultural nuances. Urban students can learn regional languages, while rural students can improve their grasp of English and Urdu, creating a balance in language accessibility.

In conclusion, a comparative dictionary of English, Urdu, Siraiki, and Punjabi is a versatile tool that not only aids in learning but also fosters linguistic harmony, cultural preservation, and academic success among Pakistani students. A comparative dictionary of English, Urdu, Siraiki, and Punjabi is not just a linguistic tool but a bridge connecting Pakistan's diverse cultural and linguistic landscape. It empowers students with the skills they need to thrive academically, socially, and professionally in a multicultural and multilingual society. A comparative dictionary of English, Urdu, Siraiki, and Punjabi is a vital resource for Pakistani students, helping them excel academically, communicate effectively, and preserve their cultural identity in a multilingual society.

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