

FULL SENTENCE DEFINITION ENTRY MODEL FOR A LEARNER'S DICTIONARY OF THE IGBO LANGUAGE FOR SECONDARY SCHOOLS

Juliana Mgbekwere Okeke
Department of Linguistics
Faculty of Arts
Nnamdi Azikiwe University, Awka
julieokeke80@yahoo.com

&

Chinedu Uchekwkw
Department of Linguistics
Faculty of Arts
Nnamdi Azikiwe University, Awka
neduchi@gmail.com

Abstract

Providing definition of words is the major function of a dictionary and is usually achieved within the dictionary entry. The dictionary entry is the central part of the lexicographic work that bears its main contents within the microstructure. The entry in a learner's dictionary has a very significant role because it provides necessary information that enhances language learning which is the basic function of the dictionary. This paper is targeted at developing a Full Sentence Definition (FSD) entry model for a learner's dictionary of the Igbo language secondary schools. A review of the available Igbo dictionaries reveals the scarcity of learner's dictionaries in the Igbo language. The only available one is Welmers and Welmers (1968); and no Igbo dictionary has adopted the FSD model. Data for the study was collected from both primary and secondary sources. Primary source of data is the day to day use of the Igbo language within the researcher's speech community, while the secondary sources include: three Igbo language text books for secondary schools and one for tertiary institutions; two existing Igbo dictionaries; one glossary and one Igbo grammar book. The theoretical model adopted for this study is the COBUILD Full Sentence Definition (FSD) Model which was introduced to lexicography in Sinclair (1987). Lemmas for the entry model are randomly selected five Igbo verbs (ngwaà), two Igbo adverbs (nkwuwa), and three Igbo adjectives (nkwaàhà). Looking at the advantages of FSD for a learner's dictionary which have been showcased in this entry model, this paper recommends the use of FSD model for future learner's dictionaries for the Igbo language.

Key words: Lexicography, Dictionary, Learner's, Full-Sentence, Definition

Introduction

The dictionary entry is its basic reference unit (Hartmann and James 1998). It is that part that enhances the major function of the dictionary. The entries in a learner's dictionary play a very significant role in providing necessary information that would enhance the process of language learning. Information in the entry should include the lemma (which is the obligatory content of every dictionary entry) and information on the lemma. This may include all or some of the following: spelling, pronunciation, morphology, grammar, etymology, meaning, connotation, domain in one or more languages/dialects etc. This study is targeted at developing an entry model for learner's dictionary of the Igbo language for secondary schools using the full sentence definition format (henceforth to be referred to as FSD in this paper). The FSD is one of the ideal formats for entries in a learner's dictionary. A close look into Igbo lexicography reveals the absence of learner's dictionary of the language, except for Welmers and Welmers (1968). Again, the FSD format has not been used in any of the available Igbo dictionaries. This shall be further discussed in the literature review.

The paper is organised in four sections: section one is the introduction; section two - the literature review which is made up of eight sub-headings. Section three is the data presentation which has the entry model, and finally section four is the summary and conclusion.

Literature Review

This section looks at related literature including the works of Hartmann and James (1998), Atkins and Rundell (2008), Tarp (2008, 2011), Svensen (2009), Bejoint (2010), Ranalli (2014), Wirag (2021) and the National Language Policy (2022). The available print Igbo dictionaries by Welmers and Welmers (1968), Nnaji (1995), Igwe (1999), Echeruo (2001), Eke (2001), Akponye (2011), Williamson (2013), Mbah *et al* (2013), Mbanefo (2016), Mgbemena *et al* (2017), and Mbah (2021) were also reviewed. The review is divided into subsections of: dictionary entry; the learner's dictionary; features of a learner's dictionary; definitions in the learner's dictionary; dictionaries of the Igbo language, the impact of National Language Policy; theoretical model; and summary of literature review.

The Dictionary Entry

We cannot talk about a definition model without first talking about the dictionary entry in which the definition is located. The dictionary entry is its core content - its basic reference unit. It is that part that enhances the major purpose a dictionary sets out to achieve. One of the marks of a good dictionary is the content and order at the entry – the microstructure. Atkins and Rundell (2008) discuss resources for building entries for a monolingual dictionary in addition to the database as user profile, style guide and template entries.

The user profile enables the lexicographer to identify the target audience for whom the dictionary is designed. Factors considered in developing a user profile include: age bracket (adult, youth, or children); language (whether they are native speakers or non-native speakers of the intended language of the dictionary); if learners, type of learners (beginners, intermediate, or advanced learners) (Atkins and Rundell 2008). Next to the user profile is the style guide

The style guide according to them is a set of instructions which provides detailed guidelines for handling every aspect of the microstructure. These guidelines reflect general policy decisions made at the outset of the project – and those decisions, in turn, reflect the lexicographer(s) understanding of the needs and capabilities of the intended user. It affects both content and presentation. The style guide's principal function is to make the dictionary consistent, no matter how many editors are on the team or how long the dictionary takes to compile. The next factor is the entry template.

An entry template is a skeleton entry which is fleshed out with information from the database. Templates can be written for many kinds of lexical set, and they have the dual benefit of: streamlining the entry-writing process; ensuring that entries belonging to lexical sets are handled systematically, and that relevant information is not randomly omitted (Atkins and Rundell 2008).

Learner's Dictionary

Learner's dictionary is generally described as a reference book specially designed for learners of a foreign language or second language. Hartman and James (1998) define it as a pedagogical dictionary aimed primarily at non-native learners of a language. It is a monolingual lexical reference tool designed for learners of a second language or a foreign language (Ranalli 2014). A specific genre – or type of dictionary that is directed at a target audience of non-native, foreign-language users and as a resource book for foreign language teaching and learning that either teachers might employ for classroom instruction, or that students might consult for independent study (Wirag 2021).

A historical account of the learner's dictionary from Ranalli (2014) and Wirag (2021) show that *Oxford advanced Learner's Dictionary* (OALD) published first in 1942 (Japan) and later 1948 (Britain), is regarded as the founding dictionary of the genre. Since then there has been continuous advancement in the development of learner's dictionaries giving rise to other learner's dictionaries which include *Longman Dictionary of Contemporary English (LDOCE)* (1978), *Collins COBUILD English Language Dictionary (COB)* (1987), *Cambridge International Dictionary of English (CIDE)* (1995), *Macmillan English Dictionary for Advanced Learners (MEDAL)* (2002) and *Merriam-Webster Learner's Dictionary in (MWLD)* (2008). This positive development led to these dictionaries being regarded as the "Big Five" of the learner's genre. They are referred to as dictionaries for advanced learners because it is assumed that the users would have acquired some basic knowledge of the English language.

Features of a Learner's Dictionary

There are specific features that distinguish a learner's dictionary from other 'General Purpose' dictionaries. Its first distinguishing feature is that it is designed for non-native foreign language and second language (L2) learners. Secondly, the learner's dictionary is characterised by its monolingual design. The learner's dictionary is, therefore, written in the L2, or the learners' target language only (Wirag 2021). A rich user's guide on the outside matter loaded with simplified and detailed information on how to use the dictionary increases its user friendliness. Other features of learner's dictionaries based on the works of authors and lexicographers like Atkins and Rundell (2008); Svensen (2009); Bejoint (2010), Ranalli (2014) and Wirag (2021) are discussed as they occur under the macrostructure and the microstructure. Features at the macrostructure of learner's dictionaries include:

- i. The wordlist of the learner's dictionary contains fewer entries than a dictionary for native speakers, while its entries are longer because it provides information on pronunciation, word class, collocations, examples of word use, etc.
- ii. The main criterion for the inclusion of an entry term is its L2 frequency, approximated by its frequency in a publisher's L2 corpus. A more frequent lemma is preferred to a less frequent one, based on the assumption that a more frequent entry term is of greater utility to dictionary users.
- iii. For a polysemous entry term with different subsenses, the main criterion for the position of a subsense is its L2 frequency; therefore, the most frequent subsense of a polysemous item is placed at the top, followed by its less frequent senses.
- iv. For a polysemous lemma, the dictionary typically offers short, monolexic "signposts" or "guidewords" for each subsense; these signposts give an indication of the meaning of each sense, and, by doing so, facilitate the look-up process for the user.

Some identified features at the microstructure include:

- i. The entry of the learner's dictionary is monolingual in the target language (L2).
- ii. The entry is synchronic only; meanings that apply to the contemporary form and sense of a lemma are included in the entry. Where the diachronic senses are included (e.g etymology), they are explained.
- iii. The learner's dictionary typically uses a limited set of words, or controlled defining vocabulary.
- iv. A simplified definition, which should actually be explanations, is the ideal for a learner's dictionary.

Definitions in Learner's Dictionaries

Definition is an important part of the microstructure of a reference work which gives an explanation of the meaning of a word, phrase or term. Providing definition of words is the central function of a dictionary. The word explanation is a more realistic description of what Lexicographers actually do (Atkins and Rundell 2008). There are different types of definition formats and styles that are applied by various authors for different dictionary types. This subsection discusses three definition formats that may be used for a learner's dictionary based on the works of Atkins and Rundell (2008), Svensen (2009), Ranalli (2014) and Wirag (2021). The formats are traditional definition format, full sentence definition format, and Roschain definition format. However, Atkins and Rundell (2008) and Svensen (2009) refer to Roschain definition format as prototype definition.

Traditional definition format typically consists of two elements: a superordinate word or expression, which locates the item being defined in the right semantic category; additional information which indicates what makes this item unique and in what ways it differs from other members of the same category - its co-hyponyms (Atkins and Rundell 2008). Svensen (2009) explains that in order to achieve a definition that is as accurate as possible it must be decided which aspect of meaning of the headword need to be included so as to give satisfactory representation of the semantic contents of the word. Traditional definition for the learner's dictionary attempts to describe the defined item by supplying at least two pieces of information. First, it identifies the general category of things to which the defined

item belongs. Second, it specifies the features by which the lemma defined distinguishes itself from other members of this broader category (Wirag 2021).

Full-sentence definition format was introduced to Lexicography through the first edition of *Collins COBUILD English Language Dictionary* (Sinclair 1987). It presents definition of the lemma in the form of complete sentences in which the *definiendum* is embedded. In other words, it contains the lemma as element of the defining phrase. FSD adopts a defining style that is similar to common daily use of the language. A similarity between the full-sentence definition and the traditional definition is that they both consist of two parts, or halves - a (left-hand) 'contextualising part' and (right-hand) 'explanatory part' (Svensen, 2009). On the left, the 'contextualising part' shows the entry word in a collocate and syntax environment that is supposedly characteristic of the entry term. The full sentence definition frequently relies on the use of 'operators' such as when or if, and pronouns, such as you, someone, or something, to indicate the entity, event, activity, etc., to which the entry word usually refers (Svensen 2009). Example of this full sentence definition style is reflected in below.

Example 1: a. **Defeat:** If you defeat someone, you win a victory over them

b. **Often:** If something happens often, it happens many times or much of the time
(Svensen 2009:236)

Atkins and Rundell (2008) opine that there are some factors which may discourage some dictionaries from adopting the FSD style may include:

- Length: The FSDs are usually longer than conventional definitions, and this has a number of consequences like increased number of pages, which also implies increase size or volume of the dictionary.
- Over specification: This can sometimes make definitions restrictive.
- New conventions for old: ironically, successful interpretation of some types of FSD requires familiarity with a new set of lexicographic conventions.

Roschian definition format for the learner's dictionary, as discussed by Wirag (2021) is a definition style that rests on a Roschian semantics. In the Roschian definition attempt is made to represent the meaning of the lexical unit through a series of members that are associated with the category (Herbst and Klotz cited in Wirag 2021). This is also referred to as prototype definitions by some authors like Svensen (2009).

“According to prototype theory, it is impossible to determine unquestionably which distinctive features are necessary and sufficient to define a certain category since the borderlines between categories are always fuzzy and it often happens that a certain phenomenon is situated in this very borderline” (Svensen 2009:224)

Dictionaries of the Igbo Language and Samples of their Entry

There are a number of print and online dictionaries of the Igbo language. The available print dictionaries include: Welmers and Welmers (1968), Nnaji (1995), Igwe (1999), Echeruo (2001), Eke (2001), Akponye (2011), Williamson (2013), Mbah *et al* (2013), Mbanefo (2016), Mgbemena *et al* (2017), and Mbah (2021). These dictionaries have their typology and target audience reflected in their titles and features within the entries. The titles, target users, and their entry formats are as follows:

Welmers and Welmers (1968) *Igbo: A Learner's Dictionary*. The target users as stated by the authors are speakers of English who have acquired at least a minimum competence in Igbo, and who are aware of the major structural patterns of Igbo (information under purpose on page (i) of the dictionary)

-mákpù	participants; some "masquerades" are ritualistic, or associated with the world of spirits): ịgbá + ìmány / ịgwú + ìmány / ịpyá + ìmány 'participate in a "masquerade".	-mé
fímákpù	lie prone.	
àmara	a paddle: ụgbọ àmara 'canoe'; ịkwọ àmara 'to paddle'.	
fímásị	be pleasing to, impress favorably: ákwá à masịrị m 'I like this cloth.' íhe yá mäsịrị m 'I like him.'	

Figure 1: Entry design in Welmers and Welmers (1968:102)

Nnaji (1995) *Modern English Igbo Dictionary*. The target users as stated by the author are candidates sitting for Igbo Language in SC/GCE Examinations and learners of Igbo language (information under preface on page iv of the dictionary).

Labial *a.* e jí ọny akpọ. pronounced with the lips.
Laboratory *n.* ebe a na-anọ eme nchọpụta gbasara sayensị. place for scientific investigation or for manufacture of chemicals.
Labour *n.* ọrụ ike; ụfụ na-adi n'ime nwa. task; exertion of body or mind; pains of childbirth.

Figure 2: Entry design in Nnaji (1995:189)

Igwe (1999) *Igbo-English Dictionary*. The target users as stated by the author are serious minded students of Igbo as well as teachers (information on page LVII of the front matter)

akataka 1. *adj.* huge; enormous; of great size (cf. akapata, akapata)
akataka 2. *adj.* approaching maturity (of leaves, fruits, etc.)
akakpo, akakpo, akakpo *adj.* huge, big, great
akwamaghi *n.* heedlessness, stubbornness, obstinacy (it one goes on speaking but one does not hear, listen): Akwamaghi wé nyere agwaghi. Obstinacy spells death (lit. Heedlessness means being ill and failing to get cured.)
akila (1) *adj.* Capable of growing hard, maturing or getting old
n. Possibility of growing hard, maturing or getting old.

Figure 3: Entry design in Igwe (1999:40)

Echeruo (2001) *Igbo-English Dictionary: A Comprehensive Dictionary of the Igbo Language with an English-Igbo Index*. The target users as stated by the author are learners of Igbo language (inferred from its title and typology as a bilingual dictionary)

akī	Igbo Dict
<hr/>	
akī <i>n</i> [HH] 'kernel; palm kernel; ² nut; hard seed of fruit. <i>var.</i> akū.	
akī <i>n</i> [HH] hunchback; hump-back.	
akī bekee <i>n</i> [HH LLL] coconut. <i>var.</i> akū bekee (<i>Cocos nucifera</i>).	
akī ilu <i>n</i> [HH LL] an bitter edible fruit, commonly called the bitter kola, on account of its permitted use as a kolanut substitute. <i>var.</i>	

Figure 4: Entry design in Echeruo (2001:16)

Eke (2001) *Igbo-English Dictionary (Okowa Okwu)*. The target users as stated by the author are Secondary and Commercial Schools, Colleges of Education, Universities and Candidates for SSCE/GCE, Masters Degree and others (information on page vi of the dictionary).

Deform/vt = mebi ydi. Spoil the form or appearance of.
Defraud/vt = ghogbu mmadu. Trick sb out of what is rightly his.
Defray/vt = weputa ego a choro maka ihe. Supply the money needed for sth.
Defunct/adj = nwuru anwu, mechiri emechi. Dead, extinct.

Figure 5: Entry design from Eke (2001:141)

Akponye (2011) *Bilingual Dictionary of the Igbo and English Languages with Thesauruses*. The target users as stated by the author are pupils, students, teachers both in the high and low cadres of education (information reflected under the preface on page iv of the dictionary).

Okàibè n Expert, Superiority
Okaike n Judge, Magistrate, Arbitrator
Okaiwu n Lawyer, Solicitor
Okamgba n Wrestler, Wrestling champion
Okammuta n Doctorate (academics)

Figure 6: Entry design from Akponye (2011:242)

Williamson (2013): *Igbo-English Dictionary (2nd Edition)*. The target users as stated by the author are learners of the Igbo Language - Ònichà Igbo in particular (information under introduction on page iv, and from the title of the dictionary).

àba	n.	iron hook for fastening windows or doors or joining a canoe, or used by medicine men, usu. forced into ground
àbàchà	n.	cassava (especially boiled and sliced) (cf. okili 2.)
àbàda	n.	cloth used mostly by women (Dutch print), also akwā àbàda
abadaba, abasāla	n.	width; breadth; state or quality of being wide or broad
	-dī abadaba	be wide, broad, flat: Wètalụ m̄ nni ñkè m n'ime afele dī abadaba Bring me my own food in a broad flat plate

Figure 7: Entry design in Williamson (2013:1)

Mbahet al (2013) *Ìgbò Àdị Igbo-English, English-Igbo Dictionary of Linguistic and Literary Terms*. The target users as stated by the authors are teachers, students, linguistic and literary scholars (information reflected under the preface on page vi of the dictionary).

edemede izizi - ederede mbu odec dere nke a ka ga-elebegharị anya ma o bu degharịa - draft
ede ndu onwe - akuko na-akowaputa maka ndu ode - autobiography
ede ndu onye - akuko e dere ede maka ndu onye ozo - biography

Figure 8: Entry design in Mbah et al (2013:104)

Mbanefo (2016) *Okowaokwu Igbo Umụaka. Igbo Dictionary for Children*. The target users as stated by the author are children (and maybe adult) – (information under preface on page 6 of the dictionary).

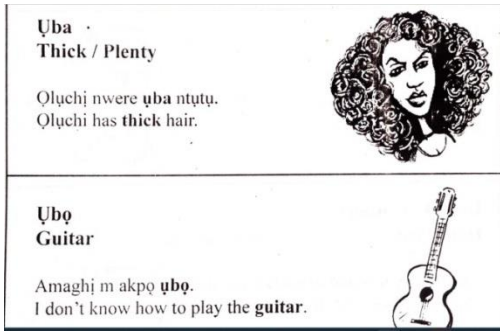


Figure 9: Entry design from Mbanefo (2016:268)

Mgbemena *et al* (2017) *Igbo-English Bi-lingual Dictionary for Basic Education. NkọwaokwuN'asusuAbuo Igbo-BekeeMakaOmumuiheNtoala*. The target users as stated by the authors are pupils at the Basic Level of education (information under purpose of the dictionary on page iv)

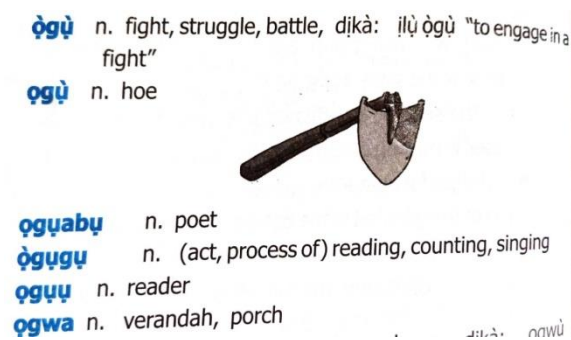


Figure 10: Entry design from Mgbemena *et al* (2017:218)

Mbah (2021) *Ọsanye Okwu Igbo na Nkọwa ya*. The target users as stated by the author are Native speakers of the Igbo language (inferred from the title and the typology of the dictionary)

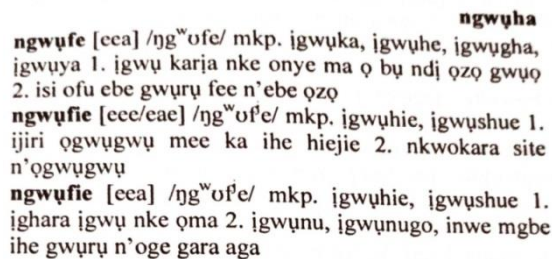


Figure 11: Entry design from Mbah (2021:832)

The review of available eleven print dictionaries of Igbo language, with focus on their titles, target users, and style of entry, shows scarcity of learner's dictionaries in Igbo language. The only available one is Welmers and Welmers (1968). Although some of them added "learners of Igbo language" as part of their target audience, their entry format and design do not conform to the features of a learner's dictionary. The prominent entry style in most of them as can be seen in figures 1 to 11 is the provision of the lemma equivalent in the target language, since most of them are bilingual dictionaries, except Mbah (2021) which is monolingual. Again, none of the dictionaries is identified to have used the full sentence definition format.

Impact of the National Language Policy

The dictionary entry in this paper is designed for learners' in the narrow sense of the word, which refers to those following a study, teaching or education program (Tarp 2008). The National Language Policy of Nigeria chapter one paragraph 12 states that

"The study of Nigerian languages, English, Arabic and French languages were consolidated at both Basic and Secondary Education

levels by the provisions of the National Policy on Education (NPE 1970, 1989, 2004 and 2014).

National Language Policy (2022:4)

Hence, Igbo language learner's dictionaries for secondary schools are of great importance to fulfill this legal, constitutional and educational need and for the development of the Igbo language.

Data for this study was collected from both primary and secondary sources. Primary source of data is the day to day use of the Igbo language within the researcher's speech community, while the secondary sources include: Igbo Language text books for secondary schools, namely: Okafọ, Osuji, and Uwakwe (2009), Ofofomata (2004); and Emenanjo *et al* (1986); a textbook for tertiary institutions: Chukwukere (2021), two existing Igbo dictionaries: Echeruo (2001) and Mbah (2021); an Igbo grammar book: Emenajo (1978); and an Igbo glossary: Igboanusi and Mbah (2017).

The lemmas for the entry model are randomly selected five Igbo verbs (*ngwaà*), three Igbo adjectives (*nkwaàhà*), and two Igbo adverbs (*nkwuwa*). The dictionary type for which the entry is designed is the learner's dictionary in its narrow sense as proposed by Tarp (2008) and the definition style adopted is the full sentence definition introduced by Sinclair (1987) as stated in the abstract.

The tone marking convention adopted for this study is the Green and Igwe (1963) in which the low tone is indicated with a grave accent [`], the step tone marked with a macron [-], while the high tone is left unmarked.

Theoretical Model

This paper focuses on the development of a dictionary entry model which is anchored on practical lexicography; hence the choice of the researcher to adopt a theoretical model with which the data is presented instead of a framework. The theoretical model adopted for this paper is the *COBUILD* model for dictionary entry.

The *COBUILD* model is the FSD model which was introduced to lexicography in Sinclair (1987) *Collins COBUILD English Language Dictionary*. The FSD uses a complete, coherent sentence that contains the lemma as an element of the defining phrase, usually indicated in bold print (Wirag 2021). The underlying idea is that the definition should as much as possible resembles ordinary speech. The FSD model consists of two parts - a left-hand "contextualising part" and right-hand "explanatory part". The contextualizing part can be seen to presumably constitute a characteristic collocate and syntax environment for the lemma, showing uses that are typical, syntactically and lexically, while the explanatory part offers further semantic information on the lemma (Sinclair 1991, Svensen 2009 and Wirag 2021). Svensen (2009) further elaborates that the FSD frequently rely on the use of 'operators' such as 'when' or 'if', and pronouns such as someone or something to indicate an entity, event, activity etc. Therefore, the *COBUILD* FSD model with the use of 'operators' if (*o burunà*), and pronouns someone (*mmadù*), something (*ihe*) etc is adopted for this study.

Summary of Literature Review

The literature review in this paper looks at dictionary entry, the basic reference unit of the dictionary as discussed in Atkins and Rundell (2008). It identifies the learner's dictionary as a specific genre or type of dictionary that is directed at a target audience of non-native, foreign-language users or second language learners and as a resource book for foreign language teaching and learning that either, teachers might employ for classroom instruction, or that students might consult for independent study in Wirag (2021). A historical account of the learner's dictionary according to Ranalli (2014) and Wirag (2021) is reviewed. Furthermore, features of learner's dictionary as reflected in the works of Atkins and Rundell (2008), Svensen (2009), Bejoint (2010), Ranalli (2014), and Wirag (2021) are discussed and outlined. Definitions in learner's dictionaries in Atkins and Rundell (2008), Svensen (2009) and Wirag (2021) are also discussed. The review of eleven available print dictionaries of the Igbo language reveals the scarcity of learner's dictionary in Igbo language and that none has used the FSD model before now. The National Language Policy (2022) indicates the need for a Igbo language learner's dictionary for

secondary schools. The section finally ends with the theoretical model adopted for this study, the COBIULD FSD model.

Data Presentation

The data presentation begins with the entry model for five Igbo verbs. These verbs which serve as the headwords (lemmas) are randomly picked and presented in alphabetical order; with the verb root (*isinhwaà*) presented as the lemmas. In each of the entries, the headword is followed by a transcribed form of the word; then the part of speech: *ngwaà*; a simplified explanation of the meaning of the lemma (FSD format and the ‘if’ (*o burunà*) ‘operator’); and lastly examples on the use of the headwords which are italicized. Within the entries, we have other forms of the verb (*nsinàngwaà*) such as: participle (*mmejàngwaà*), infinitive (*mfinitivù*), and gerund (*jerondù*) that are achieved through the attachment of different affixes to the verb root.

In the entries for the verb, there are two senses of each lemma, while the adverb and adjective have one sense each and two examples for each sense. Abbreviations used in the entries are:

n – *ngwaà* (Verb)
nkw – *nkwuwa* (Adverb)
nk – *nkowaaha* (Adjective)
d.k – *dika* (Examples or e.g)

Table 1: Entry Model for five (5) Igbo verbs (*ngwáà* (*n*))

Fe/fe/: (**n**) 1. *O burunà* ihe nwere òkù è fee, o jì òkù ya gbagoo elū.

d.k: Nnùnù ahù èfeliela n'elu osisi.

Ugbòelū anyi èfeliela.

2. *O burunà* mmadù èfee pùon'ùdìdì e jì mara yā, o tàrà àhù.

d.k: Èbùbè èfeela òkè ukwuù.

Umùakwukọ anyi èfeela.

Gbu /gbu/: (**n**) 1. *O buru* nà e **gbuo** mmadù màòbù ihe, e wēpùrù ndù ya.

d.k: Ndùka gbùrù ewu.

Ugbòalà ahù gbùrù mmadù.

2. *O burunà* e**gbuo** osisi màòbù ihe ubi, e jì mmà gbubie yā.

d.k: Ànyị gbùrù osisi akpū.

Ònyekà gbùrù akwụ.

Gwọ /gʷɔ/ (**n**) 1. *O burunà* á**gwọ** mmadù orjà, e mere kà àhù dì yā ike.

d.k: Dìbìā bèkeè ahù gwòrò Nkèchi ìbà ojī.

Mmiri akì oyìbo kà e jì gwó yā isi òwūwā.

2. *O burunà* a**gwọ** ihe òrīrī, a gwàkòtara ya nà ihe ndìòzọ n'otù efere màòbù òkù.

d.k: Oluchī gwòrò àbàchà.

Ha gwòrò jì nà àkìdì.

Rì /ri/:(n) 1. Ọ bụrụ nà mmadù màòbù anụmanù **rìrì** ihe, ọtàrà mà lokwaa yā.

d.k: Ekwe rìrì àgwà.

Ñkèchi riri òsikapa.

2. Ọ bụrụ nà mmirì **rìrì** mmadù màòbù anụmanù, ọ dabàrà mà nwụọ n’ime mmirì ahù.

d.k: Ọsìmiri Naijà rìrì ọgụ mmadù ahù nà ugbòlà ha.

Olùlù mmirì ahù rìrì nwátàkírí dábàrà n’ímé yā.

Zù /zu/ (n) 1. Ọ bụrụ nà mmadù **zùrù** ohì, o weere ihe na-abughì òkè ya nà òzuzò màòbù n’aghùghò.

d.k: Ọbi zùrù ego nnē yā

Ọ gàrà òkpọọ n’ihì nà o zùrù ugbòlà.

2. Ọ bụrụ nà ihe **zùrù** ndị mmadù, o rùrù ha n’aka n’aka màòbù o nyèrè hà afọ òjújú

d.kMmanya ahù zùrù ha nīlē

Nri ahù zùrù ụmụakwukwọ anyi

The next subsection is the presentation of entries on two Igbo adverbs which are randomly selected. In the Igbo language, adverbs (*ñkwuwa*) modify the verb (*ngwaà*), therefore they follow after the verb they are modifying in a sentence. Some Igbo adverbs occur in reduplicated form like *ọsọ-ọsọ*; *nwayọ-nwayọ*, *oberē-oberē* etc, and some occur as suffixes only within sentences. The model entries below have two adverbs (*ñkwuwa*) which are in the reduplicated form.

Table 2: Entry Model of two (2) Igbo Adverbs (*Ñkwuwa (nkw)*)

<p>Ọsọ-ọsọ/ɔsɔɔsɔ/: (nkw) Ọ bụrụ nà mmadù nà-ème ọsọ ọsọ, ọ nà-ème ihē n’egbūghī ogè.</p> <p><i>d.k: Ñkèchi nà-àga ijè ọsọ ọsọ.</i></p> <p><i>Ha nà-àrụ ọrụ ọsọ ọsọ.</i></p>
<p>Nwayọ-nwayọ/ɲ^wajɔ- ɲ^wajɔ/: (nkw) Ọ bụrụ nà mmadù nà-ème nwayọ-nwayọ, ọ nà-èmekà ò Nweghī ume.</p> <p><i>d.k: Ọlùèbùbè nà-àga ijè nwayọ nwayọ kàmgbè ụnyahù.</i></p> <p><i>Àda nà-èkwu okwù nwayọ nwayọ n’ihì nà ezē nà-ègbu yā.</i></p>

The entry models in the next subsection are on three Igbo adjectives (*ñkọwàhà*). Emenanjo (1978) sees the Igbo adjectives as small class of five words. However, Chukwukere (2021) explains that the Igbo

language has three types of adjectives (*ñkòwàhà*), namely: *ñkòwa*, *nriàka*, and *mkpokòtá*. The entries in this subsection are selected from *ñkòwàhàñkòwawhich* includes “the small class Igbo adjective” as defined by Emenanjo (1987).

Table 3: Entry Model for three (3) Igbo Adjectives (*Ñkòwàhà (nk)*)

<p>Oma/oma/ :(nk)1. Ọ bụrụ nà ihe màrà mmā, ọ dị mma ilē anya.</p> <p><i>d.k: Òkèchukwu bụ nwaòkorobjà oma.</i></p> <p><i>Ùgòmmā mùrù nwaàgboghò oma.</i></p>
<p>Ogologo/ogologo/: (nk)Ọ bụrụ nà mmadù màòbù ihe tòrò ogologo, ọ dị elū karịa ndị ọzọ.</p> <p><i>d.k: Ñkirū tòrò ogologo ñkè ukwuù.</i></p> <p><i>Onyeezè kpù òkpu ogologo</i></p>
<p>Ọcha /otʃa/: (nk)1. Ọ bụrụ nà akpukpọ àhụ mmadù dì ọcha, ọ dighị òjì.</p> <p><i>d.kNwunyē Òkafò dì ọcha.</i></p> <p><i>Nwokē ọcha ahụ bìàrà n'ulò ànyị taà.</i></p>

Summary and Conclusion

This paper has looked at the learner’s dictionary which is a pedagogical dictionary aimed primarily at non-native learners or second language (L2) learners of a language. It identifies features of a learner’s dictionary and its definition formats. One of the major features is the language typology which is monolingual, in the user’s target language. A look at the available Igbo dictionaries reveals the scarcity of learner’s dictionary in the Igbo language, the only available one is Welmers and Welmers (1968), and none has adopted the FSD format. This paper identifies the advantages of FSD model which include: simplified definition; generous use of examples; using meaning as it applies to the contemporary form or senses of a lemma, which have been showcased in this entry model. The paper therefore recommends the use of FSD model for future learner’s dictionaries for the Igbo language.

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