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Lexicographic implementation in Ethiopia: The case of three dictionaries published since 1995

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This study analyses dictionary-making practice in Ethiopia through an examination of three dictionaries compiled in Ethiopia since 1995. The year 1995 was taken as a reference point because the Ethiopian Federal Democratic Republic Constitutional ratifications dated (1995) granted the nations, nationalities, and peoples in Ethiopia the right to use their mother tongues as a medium of instructions and for official purpose in their respective regions and zones in article five of the endorsed constitution since then. Due to this contextual background, the study delineates the dictionary making or lexicographic implementation in Ethiopia and investigates if the dictionary makers' use and implement the principles of dictionary making in producing dictionaries such as Amharic, Afaan Oromo and Silte languages. The researchers selected three dictionaries compiled on Ethiopian languages since 1995 using simple random sampling to describe and analyze the data from these dictionaries as they were constructed in line with the principles of lexicography or dictionary making.The researchers interviewed some of the dictionary compilers and discussed with officials from dictionary compiling institutes. Then the researchers analyzed and described the gathered data to show the implementation of dictionary making in Ethiopian languages vis-a-visa the principles of dictionary making or lexicographic implementation. The researchers collected and listed most of the dictionaries published in Ethiopia since 1638 to provide background information about dictionary making experience in Ethiopia. The compilers of the dictionaries have tried to construct these dictionaries in accordance with the key principles of dictionary making. The research found that there were many shortcomings in their practical implementation of lexicographic principles of dictionary making. The compiler of Silte-Amharic-English dictionary has constructed the dictionary in line with the principles of lexicographic implementation in comparison to the other two dictionaries compiled in Ethiopia since 1995. Furthermore, the research findings suggest that linguists should participate in dictionary making, at least by giving information (ideas) about the main principles of dictionary making by organizing different training workshop and producing manuals that dictionary compliers can refer to when they plan to make dictionaries on various Ethiopian languages.

Key words: Lexicography, compilation, dictionary making, implementation.

INTRODUCTION

The development of lexicography in Ethiopia

The history of lexicography goes back over 2000 years to ancient China, Greece and Rome (Crystal, 1997). More than 300 years ago, the notion of lexicography introduced in Ethiopia refer to the Amharic–Latin dictionary, compiled by Eyob Lodwolf, published in 1698. This was the first dictionary compiled in Ethiopia. Afterwards there were many bilingual dictionaries compiled by foreigners such as Amharic-Latin, English-Amharic, French-Amharic, and Italian-Amharic dictionaries, which was the oldest one. The Japanese-Amharic, Russian-Amharic dictionaries followed soon after (Table 1).

These dictionaries were complied for different

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Table 1. List of dictionaries compiled in Ethiopia from 1638- 2006.

	Name of the Dictionary	Complier (es)	Year of Publication	Type
1	Geez- Latin	Maryanne Victorious and Aba Tesfatsion	1638	Bilingual
2	Amharic- Latin	Eyob Ludwolf	1698	Bilingual
3	English – Amharic	Chrles William Izenburg	1841	Bilingual
4	Oromo Dictionaries	Karl Tutvek	1844	monolingual
5	French- Amharic	Antuwan Dabadi	1881	Bilingual
6	Italy- Amharic	Ignatyo Gwidi	1901	Bilingual
7	Geez- Latin	Fredric Augest Dulman	1865	Bilingual
8	Italy Amharic	Armbruster,C.H.	1910	
9	Italy – Amharic	A. Bevilakua	1917	Bilingual
10	English – Amharic	Chales Armbrus	1910	Bilingual
11	Amharic – English	Charles Armbrus	1920	Bilingual
12	English – Amharic	C.H. Walker	1928	Bilingual
13	Amharic – French	J. Pitman	1929	Bilingual
14	Amharic Itatiano	Igntyo Gwidy and others	1940	Bilingual
15	Russian –Amharic (Meskob)	Imanuel Ganky and kebede Desta	1965	Bilingual
16	Amharic – Russian	Imanuel - Gancy	1969	Bilingual
17	Japanese – Amharic	Tomoko Susiki	1970	Bilingual
18	Amharic – English-English – Amharic	Wolf Leslaw	1976	Bilingual
19	English – Amharic contextual	Wolf Leslaw	1973	Bilingual
20	Russian – Amharic student dictionary	Imanuel Ganky, E. Kedieten & Metrohina	1983	Bilingual
21	English- Amharic-Amharic –English vol I and II	Thomas Leper	1990	Bilingual
22	Konso- English	Shako Otto	1980	Bilingual
23	Oromo – English	Tilahun Gemta	1989	Bilingual
24	Gelmee Jechota Afaan Oromoo-Amarifa Inglizii	Abera Nefa	2004	Trilingual
25	Jambo English Amharic	Wesene Beshah Yadete	2006	Trilingual
26	English Amharic dictionary for children	Daniel Worku	2003	Monolingual
27	Foy English Amharic pocket Dictionary	Daniel Worku	2003	Bilingual
28	Polyglot English Amharic –Afaan Oromo	Ephrem Assefa	2000	Bilingual
29	Silte Amharic – English Dictionary	Hussen Mohaned Eeva.H Gutt	1995	Trilingual
30	Harmony English Afaan Oromo Amharic	Ephrem Assefa	2003	Trilingual
31	English – Amharic Oromifa	Alamin Saadaa	2002	Trilingual
32	Merit English Amharic	Ephrem Assefa	2002	Bilingual

purposes. For instance, many of these dictionaries were produced for colonization, trade, evangelization and education etc. However, dictionary plays a key role in facilitating language learning and teaching process. In order to facilitate language learning and teaching aims requires a scientific method of dictionary construction. Therefore, the lexicographer should have a very good knowledge of the language(s) in which he/she is going to make a dictionary and a good deal of information about linguistics, and the notions of lexicography at the very least.

Although the task of dictionary making needs careful planning and a basic knowledge of dictionary making principles, scholars with little knowledge of the basic principles of dictionary making or lexicography. Different scholars have highlighted the problems that can occur in

dictionary making. For instance, Arega (1983) pointed that dictionary making is not similar to ordinary writing; it is not a random collection of words and it is not similar to fictitious material. In fact, it needs at the very least a great deal of knowledge about the language of the dictionary, a very good linguistic background, a high motivation, and patience and perseverance to make dictionaries. Owing to this dictionary, compilers should have knowledge of basic principles of dictionary making or lexicographic implementation and how to put it to use when they compile the dictionaries.

As Ethiopia is a multilingual country, it needs to have well trained and experienced lexicographers with theoretical and practical knowledge of the scientific principles of dictionary making to compile dictionaries with good qualities. Hence, it is crucial to ensure that

existing dictionaries have been compiled based on the principles of lexicographic implementation or dictionary making in Ethiopia.

Statement of the problem

Nowadays, more than 24 languages out of more than 80 languages spoken in Ethiopia are used as a medium of instruction and are school subjects at primary levels of education (some of them up to secondary level as a school subject). Some of these languages are Amharic, Afaan Oromo, Somali, Sidama, Hadiya, Kembata, Annuak, Harari, Berta, Afar, and Tigrinya. Monolingual, bilingual and/or trilingual dictionaries are vitally important to the teaching and learning process and help to solve some lexicographic problems. Thus, dictionaries are complied at institutional levels, for instance, in the Ethiopian Languages Research Center at AAU as well as at the individual level. Most of the individuals who do not have linguistic backgrounds and lexicographic information attempt to compile dictionaries for commercial reasons or out of enthusiasm for the development of their languages. These factors might create some problems in practical usage of the dictionaries. However, these compilers may be experts in their fields of specialization, but may also be ignorant of the basic principle of lexicography or making dictionaries. This research attempts to show the lexicographic implementation in Ethiopia based on the scientific theories of dictionary making.

The objectives of the study

The objective of the study is to review the practical implementation of lexicography in Ethiopia. Hence, the study investigates three dictionaries complied on three Ethiopian Language (s) and/or other foreign language(s). In addition, the research tries to point out some of the problems in the dictionaries published since 1995 in Ethiopia. Moreover, the study attempts to appraise the implementation of lexicographic theories and principles utilized recently in compiled dictionaries in Ethiopian languages and foreign languages.

METHODOLOGY

The study described and studied the implementation of dictionary making in Ethiopia using descriptive study. The study was conducted through analyzing the dictionaries complied in Ethiopia since 1995 based on the scientific principles of dictionary making.

The research was designed to assess if the dictionaries compiled so far in various Ethiopian languages in the country reflect lexicographic principles of dictionary making. First, the researchers identified lists of the most prominent lexicographic works and gathered dictionaries such as monolingual, bilingual and trilingual dictionaries from different sources. The lists of the dictionaries complied on Ethiopia languages along with the dates of their

publication were identified. The names of the compilers listed and arranged in ascending order from the past to the present are presented In Table 1. From the listed dictionaries and the compilers, the researchers randomly selected three of the dictionaries compiled since 1995. Then the researchers evaluated and described these dictionaries based on the scientific theories of dictionary making or principles of lexicography to identify the implementation of these methods in the dictionary making, in the chosen sample.

The researchers focused on the year 1995 because, most of the languages in Ethiopia have become the official medium of instruction and the official language of their respective zones or regions with the endorsement of the Ethiopian Federal Democratic Republic Constitution since then.

The dictionaries were taken from the major Ethiopian languages, for example, one from Amharic, one from Afaan Oromo and the other from southern nations and nationalities of the regional state namely Silte. The researchers used informants who speak the languages described and analyzed in these dictionaries to check if they were compiled using the lexicographic principles.

To identify the background of the dictionary compilers, the researchers conducted an interview with some of the compliers and experts from institutional dictionary compilers such as Federal Ministry of Education, Ethiopian Languages Research Center of Addis Ababa University and the Summer Institute of Linguistics (SIL). In addition, the researchers interviewed experts from Oromia Education Bureau, Southern Nations Nationalities and the Peoples Education Bureau, and other concerned offices.

This helped the researchers to enumerate the background of compliers with regard to lexicographic knowledge and practical skills in making dictionaries.

The researchers described the gathered data to show the implementation of lexicography in Ethiopian languages' dictionary compilation. They identified the strong points and shortcomings of the dictionaries understudy with possible recommendations.

LEXICOGRAPHY AND ITS IMPLEMENTATION

Lexicography as dictionary making science had many functions in the day-to-day teaching and learning activities. To compile a dictionary is not an easy task; it is more difficult than writing an ordinary books. It needs a great deal of strength and care to do the task meticulously. Concerning this issue McGregor (1985:123) says, "Dictionaries are like engineering feats. They must first be conceived and then written: First designed and then constructed." Dictionary making is not a simple task; it needs careful planning and organization along with good implementation of lexicographic principles. For this reason, the compilers should have a good linguistic background, and more specifically knowledge of lexicography. In dictionary making, Landau (1989:227) also says, "every dictionary had essentially three stages: planning, writing, and producing. The planning stage usually requires 30% of the entire duration of the commercial project, the writing stage at least 50% and the producing stage the remainder. In non commercial, historical project the writing stage can take much longer".

In the process of gathering lexical corpses, the lexicographer should have to know the different usage of the lexical items (headwords) and, he/she has to know the standard forms for the varieties of dialects. In this regard, Landau (1989:76) argued in order to have canonical forms that the speakers of a language recognize, as representatives of grammatical paradigms, there must be a standard language. When there are competing forms with exactly the same meaning, one must arrive at some basis for deciding which of the various usages is to be used in the dictionary as the canonical form. Thus, before we construct a dictionary for a language the language must have developed more or less standard spellings, or in the case of a language with various dialects, have a

preferred dialect variant spellings and dialectal forms, course, can, be given and for the larger (and especially the historical dictionaries) should be given. Nevertheless, a single canonical form must be chosen when compiling a dictionary. This process is also important for the many general decisions that need to be taken in the course of compiling a dictionary. The general decisions of the lexicographer affect the content of the dictionary for example, the selection of items to be included in the dictionary, the information to be included for each headword, and the transcription system to represent the pronunciation.

Generally, dictionary compiling is a laborious task that needs a good general knowledge of linguistics and lexicographic expertise in particular. It also demands sufficient time, an ample amount of lexical corpses, very good cooperation by the community and the (lexicographers and skills of knowledge of the essential components of dictionary making).

Even though the task of dictionary making is very difficult, the development of computer technology tries to ease the difficulty like other sciences. Regarding this matter, Landau (1989:273) says, "computers are now well established in many aspects of dictionary making, especially in the use of coded material to provide access to particular elements within the file such as all terms dealing with a given subject or all etymologies." Biber et al. (1998) argued that using a computer in dictionary making makes relatively easy to get a list of all the occurrences of a particular word in context and make all the meanings associated with the word contextual.

What is lexicography?

Doroszewski (1973) quoted in Jackson (1988:241) explained, "lexicology is the branch of linguistics investigating words as regards their meaning and use, the science of vocabulary, the theoretical and scientific basis of lexicography." Thus, the scope of lexicology incorporates semantics and lexicography within the system of linguistic disciplines.

According to Kirkness (2004:55), "it is difficult to arrive at succinct and satisfying working definition of lexicography." However, different scholars have forwarded different definitions for lexicography. For instance, Kipfer (1984:182) said, "lexicography is the study and practice of dictionary making." Jackson (1988:247) also stated: "A predominant concern of lexicography is the principles that underlie the process of compiling and editing a dictionary." Similarly, Kirkness (2004: 55) elaborated in a narrower sense, that lexicography is the art and craft of writing a dictionary. Biber et al. (1998:21) explained "lexicography deals with the meaning and use of words." Traditionally lexicographic researchers investigated the meanings of words and synonyms. Such investigations have been extended to using corpus-based techniques to study the ways that words are used in more recent times, considering such issues as:

How common are different words?
How common are the different senses for a given word?
Do words have syntactic associations with each other?
Do words have syntactic associations with particular register or dialect?

In lexicography, a word is commonly comprised of the following features: a prescribed orthographic and phonological form; a word class; reference and semantic relations; and an etymology Jackson (2002) quoted in Seargeant (2011:4). In addition to these Biber (1998:23 to 24) suggested, corpus-based lexicographic investigations addresses six major types of research question.
What are the meanings associated with a particular word?

1. What is the frequency of a word relative to other related word?
2. What non-linguistic association pattern does a particular word

have (e.g. to registers, historical periods or dialects)?
3. What words commonly co-occur with a particular word? Moreover, what is the distribution of these collocation sequences across register?
4. How are the sense and use of word distributed?
5. How words are seemingly synonymous and distributed in different ways?

All of these show that the sense of lexicography can touch many things which are related to the meaning of words lexicon, that is, dictionary making. Hence, "lexicography is almost as old as writing. From its beginnings, several thousand years ago, it has served primarily the real life needs of written communication between members of human communities using different languages or different varieties of one language" Kirkness (2004:55).

What is dictionary?

Johnson (1755) defines 'dictionary' as 'a book containing the words of any language in alphabetical order with the explanations of their meanings. Similarly, Atkins and Rundell (2008:22) explained that a dictionary can be viewed as "a database" and as "a set of components (such as definitions, etymologies, and pronunciations) that can be dealt with discretely." In addition, Soannes and Stevenson (2004) quoted in Seargeant (2011:1) defined dictionary as a book that lists the words of a language in alphabetical order and gives their meaning.

Lexicography is mainly concentrated on words meaning and dictionary making as we have explained earlier. However, we need to define dictionary and identify its types. Kipfer (1985:26) stated a dictionary as a "systematically arranged list of socialized linguistic forms compiled from the speech habits of a given speech community and commented on by the other in such a way that the qualified reader understands the meaning of each separate form and is informed of the relevant concerning the function of that form in its community." In the same manner, Kirkness (2004:59) tersely explained, "dictionary is widely regarded as the prototypical work of lexical reference. It classifies and stores information in print or, increasingly, electronic form and has an access system or systems designed to allow users to retrieve the information in full or in part as readily as possible." In short, and to put it very simply, a dictionary is a book or bank about words ibid (2004:59). It seems that there is a striking similarity between dictionary and encyclopedia. In this regard, Landau (1989) says that: "To most people dictionaries and encyclopedias are closely linked and are sometimes considered interchangeable, but they are essentially different kinds of reference works with different purposes. A dictionary is a book that lists words in alphabetical order and describes their meanings. Modern dictionaries often include information about spelling, syllabication, and pronunciation, etymology. /word derivation/ usage, synonyms and grammar and sometimes illustration as well. An encyclopedia is a collection of articles about every branch of knowledge. Although the articles are usually arranged alphabetically, and though they often include definitions their description go far beyond the information given in dictionary".

Moreover, Seargeant (2011:5) defined … "a dictionary is not just a list of meanings for people to consult, but it is a record of a language." Hence, Kirkness (2004:59) stated, "the information is essentially linguistic and may include material on the form, meaning, use, origin and history of words, phrases, and other lexical items." Therefore, dictionary-making (lexicography) is a multifaceted process. It includes at least such aspects as understanding the language(s) structurally, functionally, semantically and socioculurally. Besides, it needs the structuring of information such as, kinds of information in an entry, codes, ordering of information in an entry etc. Finally, the information is

essentially linguistics and may include material on the form, On the other hand, Kipher (1984) also classified dictionaries meaning, use, origin and history of words, phrases and other lexical items.

The following principles are in general important in relations to definition, several being particularly relevant to monolingual dictionaries:

1. Definitions should not be circular. For example, sugar should not be defined in terms of sweet, and then sweet also defined in terms of sugar, or pain should not be defined in terms of hurt, and hurt also defined in terms of pain.
2. Semantically complex things, events, or concepts should be defined by terms that are semantically simpler than the headword.
3. The word defined should not be used as part of the definition.
4. As much as possible, definitions should use familiar, high frequency words rather than use obscure or archaic words or technical jargon.
5. The form of the definition should match the part of speech of the headword for major word classes. Nouns should be described by noun phrases and verbs by verb predicates according to Coward and Grimes (2000:67).
On the other hand, Ilson (1985:5) stated, "dictionaries are social artifacts existing in the real world and compiled in real time. Their shape is determined not just by linguistic theory of lexicographic style but by administrative necessity." Crystal (1997:108) defined a dictionary as a "reference book that lists the words of one or more languages usually in alphabetical order along with information about their spelling, pronunciation, grammatical status, meaning, history and use." Thus, what we understand from the earlier definition of a dictionary is that it directly matches the collection of lexical items along with their definitions from a given language. The collected words must be systematically arranged and have most of the linguistic information, which are related to their usage. These are mostly acceptable to the native speakers of the language and different experts in relation to language use.

Types of dictionaries

Dictionaries can be classified into many different types based on different criteria. For instance, the classification is based on size such as (small, large), based on the intended users namely (child dictionaries, adult dictionaries) those compiled based on the subject matter (that is, dictionary of law, economics, linguistics etc.) and those based on the number of language in which it is complied (that is, monolingual, bilingual, multilingual) and so on.

Landau (1989) quoting Malkiel explained that "dictionaries can be distinguished by three categories: range, perspective and presentation." In other words, Bell and Bird (2000:7) stated that a dictionary provides a systematic exploration of the vocabulary of a language, such as meaning, range and usage among other things. Landau (1998) explained that range refers to the size and scope of the dictionary that means how well the dictionary covers the entire lexicon. The number of languages covered (that is, monolingual, bilingual or multilingual), and the extent of concentration on lexical data. In other words, how encyclopedic is the work. Perspective is how the compiler views the work and what approach he/she takes to it. It should focus on the work whether it is the diachronic, which covers an extended time or synchronic, which is confined to one period. Examine how the words are organized in the dictionary alphabetically by sound, by concept or by some other means. Presentation signifies how the material of a given perspective presented in the dictionary, specifically how fully the definitions are presented and what kinds of verbal documentation was employed in the in the dictionary. Similarly, the graphic illustration included in the dictionary and the special features such as pronunciations and usage information included in the dictionary are important in this regards.

in to two major categories (that is, restricted and general dictionaries). Restricted dictionaries are related to specific fields of study or disciplines such as a dictionary of law, economics, science, linguistics and philosophy etc. The second type of dictionary is a general dictionary, which includes monolingual, bilingual or polyglot dictionaries. In this regard, Landau (1989) explained that a monolingual dictionary contains entirely one language and mainly intended for native speakers who want to learn it as a second language. Bilingual dictionaries translate the entries of the source language in to the target language. Landau (1989:5) argued that bilingual dictionary is important for two main purpose of reading comprehension in the source language and for expressing oneself in writing in the target language. In some dictionaries, the entry words translated into two other languages (trilingual dictionaries) or more than two other languages multilingual dictionaries). There are many different aspects of a dictionary that should be taken into account when look to classify dictionaries. Dictionaries, be it monolingual, bilingual, trilingual or multilingual, are the most common and widely used types of dictionaries in Ethiopia and in the world at large. We focused on these types of dictionaries in the describing section of the study.

Key elements of dictionaries

Dictionary making does not mean lists of words with their definitions. It has its own peculiar features. In making any dictionary especially general dictionaries, it can be monolingual, bilingual or trilingual dictionaries. The dictionary compilers should encounter some common desiderata. These are entry terms in a canonical form, pronunciation of the entry terms, alphabetical arrangements, definitions of the entry terms/meanings/grammatical information's about the entry terms, etymology and so on. Each of these desiderata is explained based on the ideas of different scholars' in line with the principles of dictionary making or lexicographic implementations.

Entry term: In a dictionary, entries are the headwords or main entries by which the word or expression being defined. In this regard, Landau (1989:76) explained it as follows "entries are the lexical unit which needs the definition or explanation and entries are usually arranged in alphabetical order". Similarly, (Atkins, 1985) a dictionary entry will consist of some or all of the following components in something like the following order:

1. The head word and any variant spelling,
2. An indication of pronunciation,
3. Details of the word classes (part of speech) to which the head word belongs,
4. Morphology: inflection(s) may cause difficulties,
5. Syntax: the syntactic potential of the head word any syntactic restrictions it may carry,
6. An explanation of the various senses of the head word,
7. Gives example of usages, such as collocation and fixed or semi-fixed phrases,
8. A listing of derived forms of the head word with or without further explanation,
9. Cross-reference (s) to related entireties,
10. Semantics,
11. Stylistic indication of style and register when relevant,
12. Usage material for the purpose of further clarification,
13. Etymological a diachronic view of words.

Of these components try of a dictionary, No 2, 3, 4 and 9 show no systematic variations between mono and bilingual dictionary and No 13 nearly occurs in current (synchronic) works for the learner. In this regard, Landau (1989:77) argued that "in all unabridged monolingual dictionaries, virtually all canonical forms are main

entries." Using canonical forms as a main entry may solve the problems of derivatives, dialects, and inflected forms and so on, though; the user of a bilingual dictionary may not know the canonical forms of the source language. Furthermore, Bell and Bird (2000:4) argue that lexical entries typically comprise an orthographic headword, by which the lexicon is sorted, and pronunciation information, morphosyntactic information (MSI) and sense definitions. Entries may be enriched with a great variety of other information: related forms, affixes, variants, notes, cross references, abbreviations, glossed examples, etymologies and so forth." Besides, according to Bell and Bird (2000:92) there are three general categories of information in a lexical entry (Bell and Bird, 2000: 92):

1. Information about the headword,
2. Information about words related to the headword,
3. Housekeeping information.

Alphabetization: Alphabetization is the arrangement of entries or headwords in the alphabetical order of the language. A dictionary normally uses some convention of alphabetizing to organize the material. Dictionaries normally do not include housekeeping information, but extract information from the lexical database for formatting Coward and Grimes (2000:7). Landau, (1989) pointed out that dictionaries are usually alphabetized letter-by-letter rather than word by word. They place power, powerful, and power of attorney in that order; whereas a word-by-word arrangement would place power of attorney before powerful. Using letter-by-letter arrangement is the most common arrangement of entry terms in all of the dictionaries. However, it is widely used methods of arranging words in the dictionary; it has some problems. Letter-by- letter arrangement has the great virtue that the readers need not know whether a compound word is spelt as one word, as hyphenated word or as two separate words (Landau, 1989). In the same vein Landau argued that " the problems of alphabetization in general monolingual dictionaries one minor compared to those of scientist and technical works which usually have much higher percentage of phrasal entries often so present or more of the total" (Landau, 1998). Generally, the arrangement of the entries could be either by letter or by word. Thus, nowadays the most frequently used approach is letter-by-letter rather than word-by-word.

Grammatical information: When somebody wants to use a word, he/she needs to know both the meanings of the word and its grammatical information. Most of monolingual speakers do not know the grammatical information of the words they use to communicate with to each other. Subsequently, scholars have argued that it would be useful to include grammatical information in monolingual, bilingual or any other dictionaries. As Landau (1998:89), "Grammatical information is more essential for the person who is trying to speak or understand a foreign language than for the native speaker." Similarly, Atkins (1998:17) elaborated that the "flavor of a dictionary is set at the moment when the grammar is given priority over the semantics (or vice versa) as a basis for classification." Incorporating grammatical information in a dictionary includes, telling the category of the headword (that is, noun, verb, adjective etc) showing the selection restrictions, the structure of transitive and intransitive verbs with in a sentence is different) and so on.

Landau (1998:89) tells us some additional points about grammatical information in dictionaries. He argued that general dictionaries provide basic grammatical information. Adult dictionaries indicate the part of speech of each entry and the sense of the verbs usually distinguishing whether they are transitive or intransitive. Illustrative phrases serve to show the usually collocations or contexts in which each sense word is used, thus providing a variety of grammatical information such as whether a word takes an indirect object or how it is used in the passive voice

usually. Often, other grammatical information is explicitly given. For example, the dictionary give grammatical information to readers such words as economics are plural in form and construed as singular   while some words such as 'barrack' are usually in the plural. Moreover, the form of a word, especially capitalizations is a common feature of dictionaries.

To show the closeness that exists between dictionary and grammatical information, Jackson (1985:53) indicated that: "Arguably, grammar and dictionary are complementary part of the overall description of a language." Therefore, in a dictionary, phonetic and grammatical information is word-related and thus essentially lexical. (Kirkness, 2004:39).

Definition of a lexeme: Definitions are of utmost importance, and must comply with rigorous technical and theoretical principles (Wierzibicka, 1992). Definition is related with the giving of the meaning of the words/lexical items/. This is the most important part of dictionary making; Jackson (1988) argued about definition as the central and perhaps most important part of the description of a lexeme in a dictionary entry. Coward and Grimes (2000:39) stated that "many linguists and lexicographers distinguish between denotative meaning (a word's 'objective' referential meaning), and connotative meaning (the 'subjective' emotional association with a word)." For example concerning this issue Crystal (1985:88) explained that in many western cultures dog has the denotative meaning of 'a canine quadruped' and its connotations including 'friend', 'companion', and 'helper'. A word can contain at least two types of meaning (that is, denotative and connotative). In this regard, Jackson (1988) explained that the relation between words and entities that we want to talk about in our experience of the world is called reference or denotation. On the other hand, connotation relates to the associations that a word has over and above its denotative meaning. It is the meaning derived from the denotative through associating it to the characteristics of the word meaning in the denotation. From these two types of meanings, the denotation meaning is a key in dictionary making. Whitcut (1985:75) mentioned that, "the core of any dictionary entry is denotative meaning in a monolingual dictionary a substitutable paraphrase of the headword; in a bilingual dictionary a translation. Whatever it does any dictionary must tell us either that 'mud' is 'dust' or earth mixed with water or that 'mud' is bone". Giving a meaning for the entry is not random; there is a way of defining or principle for definition that one can abide by. Zagustal (1971) quoted in Landau (1989:124) explained the principles of defining as follow:

1. All words with in a definition must be explained.
2. The lexical definition should not contain words "more difficult to understand" that the word defined,
3. The defined word may not be used in its definitions; not many derivations or combinations of the defined word unless these words defined separately,
4. The definition must correspond to the part of speech of the word defined,

Landau (1989:88) also added since "the primary purpose of a dictionary is to inform the reader what words mean, anything that absolutely denies the reader the opportunity to find out the meaning of a word he/she has looked up is the most serious defect a dictionary can have. Mind you, circularity does not just make things difficult; it makes them impossible. No amount of diligence on the part of reader can penetrate the barrier of circularity." Hence, to have a good dictionary, which has the appropriate meaning of the entries, we have to avoid circularity in defining the entry and we have to avoid or at least minimize all the problems that hinder the understanding of the meaning of the words.

Moreover, true definitions, to a serious lexicographer, submit to certain theoretical constraints. Writing a good definition takes a lot of work. Consequently, in the process of compiling a lexicon it is

common for far more lexemes to be just glossed, than to be both glossed and defined (Coward and Grimes, 2000:39). The following, principles generally are subscribed to in relation to definition, several being particularly relevant to monolingual dictionaries.

5. Definitions should not be circular. For example, sugar should not be defined in terms of sweet, and then sweet also defined in terms of sugar, or pain should not be defined in terms of hurt, and hurt also defined in terms of pain,

6. semantically complex things , events , or concepts should be defined by terms that are semantically more simple than the headword,

7. The word being defined should not be used as part of the definition,

8. As much as possible, definitions should use familiar, high frequency words rather than use obscure or archaic words or technical jargon,

9. The form of the definition should match the part of speech of the headword for major word classes. Nouns should be described by noun phrases and verbs by verb predicates (Coward and Grimes, 2000:67).

Pronunciation: The sounds that a language owns are language specific, though there are sounds, which are common for most even /all/ of the world languages. Example bilabial stops p, b, m… are sounds that found in most languages of the world. Some sounds found in only one or few languages and not in another languages. There are also some sounds, for example ejectives such as /p'/, /t'/, /k'/, /s'/ etc .are found in most of Ethiopian languages but not in English or in other European languages. The orthographic representation of a language is also different from language to language.

The linguistics science created the representative diacritic marks, symbols for all sounds that existed in the world language, that is, (phones, and phonemes) all the phonemes that existed in the world languages tried to be represent by International Phonetic Alphabet /IPA/, which is expected to resolve the problems of pronunciation difference. In this regard, Landau (1989:93) says, "The most widely used phonetic system is that of the International Phonetic Alphabet… A system based on the manner of articulation can be used to produce the sound of any language, even a language with which one is entirely unfamiliar." On this regard, Kirkpatrick (1985:9) also adds some points. "It is generally acknowledged that most learners of English as a foreign language are used to learning how to pronounce words through the medium of IPA." Therefore, in order to represent the pronunciation of the word in a given language, one can use I.P.A as a means of showing the pronunciation of the sounds in the given language.

Etymology: Through time, some words may change their forms and/or meaning. These changes may be caused due to language contact or other historical and socio linguistic reasons. The change may create some influences up on the entry and the readers will suffer in a problem of understanding the meaning of the lexical items. Etymology studies the forms and meaning changes in the words origin. As Crystal (1997:141) states, "The term etymology is traditionally used for the study of the origin and history of the form and meaning of words." Moreover, concerning the notion of etymologies, Landau (1989:103) adds the following points, "Etymologies demonstrates that language changes in form and meaning." Two controversial ideas were treated about etymology.

"Etymology may be valuable in its own right, but it tells as little about current meaning and is in fact often misleading."

"… Popular writers continue to make assumption that etymological meaning determines current meaning (Landau, 1989)".

Whatever it is, etymological information's could have some

importance for the entries in the dictionary making. In this regard, Landau (1989:103) says, "without etymologies, the entries in a dictionary appear to have been granted their present shapes by divine right, without relation to any other language and without relation to the past.

To divorce a language from its past misses the opportunity to show language in its context, even though, particular words may be very well defined without etymology." Hence, lexicographers, the dictionary compliers, should give an account for the etymological information of the entries so that the problems may be eased. Landau (1989:100) lists the following etymological consideration by quoting the views of Patrik Drysadle, a British Lexicographer.

1. Give source language or language family,
2. First English/ the language/ from and/or immediate source,
3. Data or period of entry into English (the language),
4. Changes inform and meaning in English/the language,
5. Intermediate stage,
6. Ultimate known source,
7. Semantic development,
8. Ultimate underlying or hypothetical form,
9. Cognates in related languages also derived from the underlying form,
10. Other English (the language) words derived from the same base.

Therefore, etymological studies provide all the aforementioned information about a word. Hence, the etymological information within a dictionary makes the dictionary a material with full information concerning the words included in the dictionary.

RESULTS AND DISCUSSION

Dictionaries had many functions in day-to-day teaching and learning and language use activities. Hence, to compile a user friendly dictionary is not an easy task like that of writing any ordinary books. It needs a great deal of strength and care to do the task meticulously. "Dictionaries are like engineering feats. They must first be conceived and then written: First designed and then constructed" (McGregor, 1985:123). What we have understood is that dictionary making is not a simple task; it needs careful planning and organization along with good implementation of lexicographic principles. For this reason, there should be a good deal of linguistic background, specifically knowledge of lexicography. In dictionary making, "every dictionary had essentially three stages: planning, writing, and producing. The planning stage usually requires 30% of the entire duration of the commercial project, the writing stage at least 50% and the producing stage the remainder, nevertheless, in non commercial, historical project the writing stage can take much longer"(Landau, 1989:227).

In the process of gathering lexical corpuses, the lexicographer should have to know the different usage of the lexical items (headwords) and, he/she has to know to make the standard forms for the varieties of dialects. In this regard, in order to have canonical forms that the speakers of a language recognize as representatives of grammatical paradigms, there must be a standard language. If there are, competing forms with exactly the

same meaning, one must arrive at some basis for deciding which of the various usages to be represented in the dictionary as the canonical form. Thus, before a dictionary can be written for a language, the language must have developed more or less standard spellings, or in a language with various dialects, have a preferred dialect variant spellings and dialectal forms can, of course, be given and for the larger (and especially the (historical dictionaries) should be given. Therefore, for general decision-making, a single form, canonical forms must be used in compiling a dictionary. The content of the dictionary will be affected by another general decision of the lexicographer. Selection of items to be included in the dictionary, the information to be provided for each headword, the transcription system used for representing pronunciation and so on (Landau, 1989:76).

Generally, dictionary compiling is a very difficult task that needs good knowledge of linguistics, in general, and lexicographic expertise in particular, sufficient time, ample amount of lexical corpuses, very good cooperation of the community and the lexicographers and the like are essential ingredient for dictionary making.

Even though the task of dictionary making is too difficult, the development of computer technology with software packages tries to ease the difficulty like other sciences. Regarding this matter, "Computers are now well established in many aspects of dictionary making, especially in the use of coded material to provide access to particular elements within the file such as all terms dealing with a given subject or all etymologies" (Landau, 1489:273). Biber et al. (1998) also further point out that "using a computer, is relatively easy to get a list of all the occurrences of a particular word in context, and through the context, see all the meanings associated with the world."

In Table 2, we have tried to point out most of the dictionaries compiled on foreign and Ethiopian languages along with their compilers and years of publications. The dictionaries dated back to 1698 to 2000 for this study. There were some more dictionaries compiled in different languages of Ethiopia, which we could not find them easy to include in this research.

From the lists of dictionaries complied in Table 2, we can understand that there is a long tradition of dictionary making in Ethiopia (that is, more than 300 years ago). Though most of the dictionaries did not fulfill the principles of dictionary making, they might help the students for learning a great deal of words from their mother tongue as well as foreign languages.

Application of principles in dictionary making

We have discussed some of the most important points, in the theoretical framework of lexicography. In most cases, the theories and its practical applications are not in one-to-one fashion. This is due to the hindrances that encountered the lexicographers in the actual writing of dictionaries and in putting the theory into practice. There may not be a perfect matching between the two i.e. the theory and the practical applications in the dictionary making.

Silte-Amharic-English dictionary

Hence, let us see the Trilingual Silte- Amharic-English dictionary, which had been complied, by Evea H.M. Gutt and Hussein Mohamed in 1995 in line with the scientific procedures of dictionary making practice. The evaluation is based on the principles of dictionary making, proposed by different lexicographers have contended.

In lexicography, every dictionary complier should consider some common ingredients. Most of the lexicographers agreed that any ordinary dictionary to qualify as a good dictionary, it should consists of at least the following elements such as entries or head words along with their definitions, the pronunciation of the entries, grammatical information, examples of usages, the etymology of the lexicon and manageable arrangement of the entries. Therefore, we scrutinize if the following trilingual dictionaries fulfill these principles of lexicography or not based on the lexicographic implementation.

Usage of entries: Giving the lists of words in alphabetical order is the first task in most dictionaries. Like that of other dictionaries, the trilingual, Silte-Amharic- English dictionary also listed 7500 entries in alphabetical order, but there are some problems in the way entries have been developed in a dictionary. Most of the entries lack the canonical forms. There are more than nine forms for a single entry. For instance, the words given in Table 3 have different canonical forms as examples:

The variations of the forms may occur due to dialectal differences or some other grammatical reasons. Therefore, the dictionary compliers have to make some sort of canonical forms or standardization for the entries. The derived forms also used as main entries due to lack of usage of the canonical forms. In the similar manner, the dictionary shows the same defects as shown in Table 4a.

As can be seen from Table 4a and 4b there are many derivatives used as main entries in different pages of this dictionary, which made the dictionary a list of derivatives but with less headwords, and main entries

As it is shown in Table 4c, we understood that the two main entries have the same meanings. There were many redundancies because the dictionary uses them as separate entries respectively. However, the compilers should put the derivatives under the main entry as subentries, if need be to indicate that in the dictionary.

Table 2. List of dictionaries complied on Ethiopian languages from 1698-2000.

	የመዝገበ ቃሉ ስም	የመዝገበ ቃሉ አዘጋጅ	የታተመበት ዓ.ም	የመዝገበ ቃሉ ዓይነት
1	የአማኛ ሥነ ቃላት	ተፈራወርቅ አሪምዬ	1947	Monolingual
2	መጽሐፈ ሰዋሰው ወ ግስ	አለቃ ኪዳነ ወልደ ክፍሌ	1948	Monolingual
3	መዝገበ ቃላት ትግርኛ- አማኛ	ዮሐንስ ገ/ ግዚአብሔር	1948	Bilingual
4	ከሣቴ ብርሃን አማኛመዝገበ ቃላት	ከሣቴ ብርሃን ተሰማ	1951	Monolingual
5	የአማኛ መጽሐፉ ቃላት	መስፍን ልሣኔ	1952	Monolingual
6	አማኛ ባአማኛ መዝገበ ቃላት	ሞስ እቁበእግዚ	1961	Monolingual
7	አዲስ የአማኛ መዝገበ ቃላት	ደስታተ/ወልድ	1962	Monolingual
8	ተሪማጅ መዝገበ ቃላት	መማህራን ማህበር	1969	Monolingual
9	አማኛእንግሊዝና ሚከሳዊ ሴኒናዊ መዝገበ ቃላት	መማህራን ማህበር	1978	Bilingual
10	እንግሊዝኛ አማኛ መዝገበ ቃላት	አምሳሉ አክሊለና ጆር ሚስባክ	1973	Bilingual
11	ማበራዊና ጋቲካዊ እንግሊዝኛ አማኛ መዝገበ ቃላት	ዝድኔክ ጋላቼክ ፤ መኩአዘነ ደሴ ታምራት ተስፋዬ	1990 (እ .ኦ?.ኦ)	Bilingual
12	አማኛ እንግሊዝኛ የሳይንስና ቴክኖሎጇ መዝገበ ቃላት	የኢዱዮጵያቋንቋዎች አካዳሚ	1986	Bilingual
13	ጨቄቲ ክብ ሀረሪ አማኛ መዝገበ ቃላት	አብዱራህማን መዘመድ ቅሪም	1984	Bilingual
14	አማኛ እንግሊዝኛ መዝገበ ቃላት	አምሣሉ አክሊሉ	1979	Bilingual
14	የአማኛና እንግሊዝኛ ቃላት መጋንቢያ	ተ/ ብርሃን ገ/መኪኤል ጌታቸውግ/ ወልድ	1991	Bilingual
15	አማኛ እንግሊዝኛ መዝገበ ቃላት	ማምጉደና አለማየ ሁግማ	1991	Bilingual
16	አማኛ ኦሮማኛ መዝገበ ቃላት	አበራነፋና ሌሎች	1991	Bilingual
17	ወላይትኛ አማኛ መዝገበ ቃላት	የኢትዮጵያ ቋንቋዎች አካዳሚ	1989	Bilingual
18	ትግርኛ መዝገበ ቃላት	የኢትዮጵያ ቋንቋዎች አካዳሚ	1991	Bilingual
19	የግዕዝ ላቲን መዝገበ ቃላት	ማሃያኑ ቬክቶሪያ እና አባ ተስፋጽዮን	1938	Bilingual
20	የኦሮሞኛ መዝገበ ቃላት	ካርል ቱቼክ	1844	Monolingual
21	የግዕዝ ላቲን መዝገበ ቃላት	ፈረድሪክ አርነስት ዳልማን	1865	Bilingual
22	አማኛ - አፋርኛ - እንግሊዝኛ መዝገበ ቃላት	ፍረደሪክ አልበርት	1996	Trilingual
23	ነፋና አማኛ መኪከለኛ መዝገበ ቃላት	ገብሬ ዮሐንስ	1993	Bilingual
24	የአማኛ -ኦሮሞኛ መዝገበ ቃላት	አበራነፋ ፤ ህንሴኔ መኩሪያና አበነህ አሻግሬ	1989	Trilingual
25	እንግሊዝኛ -ትግሪኛ - አማርኛ መዝገበ ቃላት	ራሐል የ ሺዋላ	1996	Trilingual
26	ሳባ -የአማርኛ መዝገበ ቃላት	ራሐል የ ሺዋላ	1998	Monolingual
27	አማርኛ ግሪክኛ	መኮንን ደባስ ነጋሽ	1989	Bilingual
28	እንግሊዝኛ አማርኛ መዝገበ ቃላት	መሉጌታ ጉደታ	1996	Bilingual
29	እንግሊዝኛ አማርኛ መዝገበ ቃላት	ዳንኤል ወርቁ	1997	Bilingual
30	ምዕ ራፍ እንግሊዝኛ -አማርኛ - ትግሪኛ መዝገበ ቃላት	ኪዳነ ማሪያም ገ ብሩ	1998	Bilingual
31	ኤሌሌ እንግሊዝኛ ኦሮማኛ አማርኛ መዝገበ ቃላት	ህን ሴኔ መኩሪያ	2000	Trilingual
32	ኢር አማርኛ እንግሊዝኛ አረቢኛ መዝገበ ቃላት	ሜ ር አብራC	1999	Trilingual

Table 3. List of   entries in the dictionary that lack canonical forms.

Serial no.	Canonical forms		Meaning in Amharic	Meaning in English
1	ሀ ሊ	/ ha:li:/		
2	አ ሊ	/ali:/	ለዚያ /ləzija/	To that, for that
3	ላ ሊ	/la:li: /		
4	ሀ ለ ቀ	ha:ləkʼə		
5	ከ ለ ቀ	k əl ək' ə	ፈጠረ f ətʼərə	Create, cause
6	አ ለ ቀ	aləkʼə		
7	ቅ ላ መጠ	Kʼilaməṭə	አ ላ መጠ ala:məṭə	Chew

Table 4a. List of derivatives used as main entries in the dictionary.

Serial no.	Canonical forms	Phonetic	Meaning in Amharic	Meaning in English
1	አ ሀረ	atəharə	ኀ¾K	Violence
2	አተሀር	atəhar	GÃK—	Violence
3	ንድፈ	nɪdfe		
4	ነ ደፈ	nədəfə	መን ደ ፍ	Bite
5	ንደፍት	nɪdfi	ን ድፍ ት	Lymphotisis

Table 4b. List of derivatives used as main entries in the dictionary.

Serial no.	Canonical forms	Phonetic	Meaning in Amharic	Meaning in English
1	አ ተሀ ረ	atəharə	አ የ ለ	Violence
2	አ ተሀ ረ	atəhar	ህይለኛ	Violence
3	ን ደፈ	nɪdfe	ነ ደ ፈ	Bite
4	ነ ደፈ	nədəfə	መን ደ ፍ	Bite
5	ን ድፍ	nɪdf	ን ድፍ ት	Lymphotisis

Table 4c. List of derivatives used as main entries in the dictionary.

Serial no.	canonical forms	phonetic	Meaning in Amharic	English
1	ሰፈረ	Səfərə	/səfərə/ ሰፈረ sifara ሰፈራ	Measure p.70
2	ሰፈራ	Səfəra		Measurement p.83
3	አጤ	at'eela	አስጠላ ጠላ	Disgust p280 Hate p420

Table 5. List of words defined in circularity in the dictionary.

Serial no.	Entries in silte	Phonetic transcription	Entries in Amharic	Phonetic transcription	Meaning in English
1	ረዋጪ	rəwaci	ራጭ	ruac'	Runner
3	ቁጫን	k'uccan.	ቁን ጮ	k'unc'o:	Tuffts hair tuffts
5	አ ን ጣጣ	ant'at'a	አ ለ ቀ ለ ቀ	alək'ələk'ə	Roasted it / Rinse

Definition of the entries: The definition of the entries or the meaning is the most important part of a dictionary. If a dictionary does not give a meaning of a word, it is difficult to brand a name a dictionary. Thus, definitions or a meaning of a term is the necessary and integral part of a dictionary. Though the dictionary compilers tried to give meaning of all the entries, there were some problems in it in this regards. Most of the equivalent words in English and Amharic are single which may not show the meaning clearly and may create the circularity of meanings, which compromise the good qualities of a dictionary, and the case in points were the words in Table 5 are taken from the dictionary as a sample to illustrate the cases with examples.

As it is indicated in Table 5, all of the words have more than single meaning in Amharic and English especially in Amharic. Therefore, the dictionary compilers should show such type of words by a phrase or by different words. Even, they could give examples of usage, in context in order to avoid ambiguity and circularity of meanings. In the case of some words, the meaning of the Amharic word was not equivalent to the meaning of the English translation conceptually. For instance, note some of the words indicated in Table 6 carefully.

Pronunciation: Pronunciation helps the dictionary

Table 6. List of words in the dictionary that have more than one meaning.

Serial no.	Words	Phonetic	
1	አቄጠሸ ≠ ተደረደረ	/ak'eť ələ ≠ /tədərədərə/	Be in single file ≠ spread
2	አሰጣ ≠ አስጣ	/asəťa / ≠ /asiťa/	Put on the sun to dry ≠ he put on the sun to get it dry
3	ሸንሽኜ≠ ሾልሻል	/ʃənʃɲe/ ≠ / ʃolʃol/	I divided ≠ thinning by ploughing
4	ጉፋች ≠ ንቅፋት	/gufatsi / ≠ /nik'ifat/	Obstacle ≠

Table 7. List of words with wrong pronunciation indication in the dictionary.

Serial no.	Words	Phonetic transcription	English meaning
1	ነቶ	nato, could be 'nəto'	
2	ነዪ	nayi, could be 'nəyi '	Come to me
3	ሸረኛ	ʃarraɲa could be 'ʃərrəɲə'	
4	ስር	sɪr, could be 'sir '	Root/basic
5	ስርጥ	Sɪrt', could be 'sɨrt' '	Lane
6	ግፍሬ	gɪfre, could be gɨfre'	measles

Table 8. List of words with etymology of the same origin.

Serial no.	The words	Phonetic transcriptions	English meaning
1	አዘነ	azənə	
2	ራራ	rara	Feel pity, feel sorry for
3	ተፋረደ	təfarədə	Argue defend
4	ቀጠነ	K'əťənə	be thin
5	ተፈየደ	təfəyədə	Be benefitted , be profited

users to know how to pronounce each entry. For those who do not know the orthography of the language. It also shows the additional features for the speakers of the language. The entry words were written by Ethiopia script and their pronunciations were given in IPA. The compliers used the sound /a/ instead of /ə/ and /i/ instead of /ɨ/. They did not tell the users the reason why they preferred /a/ and /i/ instead of /ə/ and /ɨ/ respectively. Since Silte belongs to the Semitic cluster, it has the central vowel. Taking a look at the words in Table 7, although the dictionary compliers gave some explanation in the introduction part, for the phonetic usage, there is a contradiction between the conventional (IPA) symbols of ejective sounds and their usage (that is, / t'/k'/c'/ in IPA, they used as /t/, /k/ and c/ in the dictionary. This creates inconsistency with the usage of IPA and this may lead to some sort of confusion. In addition to this, there are also vowel inconsistencies, for example the vowel /a/ and /ä/ are different but they used interchangeably. There is no demarcation between the entry and its pronunciation; however, there should be a separation between the two (Kipfer, 1984).In this matter, what is suggested is that,

"dictionaries generally delimit pronunciation with parentheses or slant bars."

Etymology: The etymology of a word can tell us many things about it. Words may change the form and meaning of the entry due to historical reasons, or may be similar with the form of other language due to the reason that the proto language family may be one for both of them. For example, there are many words in Silte, which have exactly similar forms with Amharic such as the one given in Table 8.

On the other hand, there are some words, which are similar in form but different in meaning by far. All the earlier cases may have their own historical reasons. So, these cases should be told to the readers by indicating the etymology of the words and / or by citing the different usage of the words. Therefore, the confusion will not occur to the user.

To summarize, what we have discussed so far about the trilingual Silte-Amharic-English dictionary that contains most of the key elements (that is, entries, definitions, and pronunciations, however; there is a

Table 9. List of word entries with the same canonical forms used in the dictionary.

Serial no.	In Oromo	Phonetic transcription	Page in the dictionary	Meaning in English
1	Obdii	/obdi:	37	
2	Ogdii	/ogdi:/	375	Threshing floor
3	uuda	/ud a:/	(467)	
4	Tuusuu	/tu:su:	460	
5	Quxii	/K'uťi:/	(408)	Penis
6	Quxuree	/k'uťure/	(408)	
7	Caffee tasgabbii		(87)	
				Security council
8	Mana mare tasgabbii	mənə məre təsgəbi:	(339)	
9	Mana sagada	/ mənə səgəda/	(339)	
10	Mana kadhannaa	mənəkədəna	(339)	Chapel; Church
11	Ajoo	/ adʒo:/	75	
12	Mukarbaa	/ mukə arba: /	75	Acacia

shortcoming in the compilation of this dictionary such as grammatical information that is vital in dictionary making.

Even though the trilingual, Silte –Amharic– English dictionary has some problems within its compilations, it is by far better than the other dictionary, which is exactly similar to it. For example, the polyglot Afaan Oromo – English–Amharic dictionary lacks pronunciation, grammatical information detail linguistic explanation in the introductory part etc) vis-à-vis to Silte– Amharic-English dictionary.

Oromo- Amharic –English dictionary

The second sample dictionary we have examined was that of Oromo- Amharic –English dictionary compiled by Hinsene Mekuria published in 2006. This dictionary contains about 47,000 words within 527 pages. We have examined the dictionary in line with the key principles of dictionary making stated in the review of related literature. These key elements of dictionary making are the entry terms, pronunciation, alphabetical arrangement, meanings or definitions, grammatical information and etymology similar to the other dictionary we have seen so far.

Usage of entries

The dictionary produced by Hinsene similar to other dictionaries produced in Ethiopia has listed the entries of the words in A to Z alphabetical order. However, some of the dictions lack canonical forms that is, different forms

used in different alphabetical arrangement for the same meanings. Few examples are cited in Table 9.

As it is possible to infer from the few examples in Table 9, words with the same meaning with different forms were used in the dictionary. As a result, it created some sort of ambiguity or confusion to the readers of the dictionary about which forms to use. In addition, the writer has used the derivative and the inflective form of the word as a main entry. Some of these derivatives used as examples are shown in Table 10.

As it was stated in Table 10, list of words as examples, the majority of the verbs in the dictionary were used both the inflected and derivative forms and this has made the dictionary very bulky with few information.

Definitions of the entry words

In Oromo Amharic dictionary, the writer has tried to give equivalent definition of Amharic and English language side by side. However, there are some problems in the way he tries to define them. For instance, he replaced the definition of one Afaan Oromo word with a single Amharic and English word as shown in Table 11.

Therefore, the words definition in such a way may create some form of confusion because they do not have additional explanations and elaborations of the words except they were replaced by supposed meaning of the Amharic and English version. Moreover, there are also many words with the same pronunciation or nearer pronunciation within the three words in different orthography. The words in Table 12 are the case in point.

As we have tried to illustrate with few examples, one who cannot understand one of the three languages, it is

Table 10. Derivatives and inflective form of the word used as main entry in the dictionary.

Afaan Oromo	Phonetic transcription	
Eebba (141)	e:bɑ	Blessing or benediction
Eebbiffamaa (141)	e:bifəmɑ:	Blessed one , graduated one
Eebbifamuu (141)	e:bifəmu:	To be blessed or to be graduated
Eebisiisuu	e:bisi:su:	Cause to be blessed bless or to graduate
Eebbisuu	e:bi:su:	To bless and to graduate
Yakkamaa	jəkəmɑ	Criminal
Yakkituu	jəkitu:	One who blame (female)
Yakkuu	jəku:	To blame someone(both sexes)
Yakkaa	jəka:	One who blame someone(male)
Yakkamtuu	jəkəmtu:	One who is blamed (female)
Qulqullummaa	k'ulk'uluma	Cleanliness
Qulqulluu (401)	k'ulk'ulu:	Clean
Qulqulla'aa	k'ulk'ula'a	Clean one
Qulqullaa'uu	k'ulk'ulə'u:	To be clean
Qulqulleessituu	k'ulk'ulessi:tu:	Cleaner (female
Qulqulleessuuu	k'ulk'ulessu:	To make it clean
Qulqulina	k'ulk'uli:nə	Cleanliness
Faarsa (148)	fa:rsə	Praise
Farfachuu	fa:rfə tʃu:	To praise
Faarfannaa	fa:rfəna:	Praise song
Faarfataa	fa:rfəta:	Praiser or singer for male
Faarfattuu	fa:rfəttu:	Singer for female

Table 11. Equivalent definition of Amharic and English side by side with single words.

Afaan Oromo	Phonetic transcription	Amharic	Phonetic transcription	English
Ajanbila	adʒənbila	ስኜር	sɪnar	Oat
Ajoo	adʒo:	ግራር	gɨrar	Acacia
Okkolaa	Okkola:	አንካሳ	anka:ssa:	Limping
Oofee	O:fe	ሱረት	surət	Snuff
Waagimboo	Wa:gimbo:	ቅስት	k'ɪst	Arch

Table 12. List of words with the same or near the same pronunciation in the dictionary in three languages.

Afaan Oromo	Phonetic transcription	Amharic	Phonetic transcription	English
Agandaa	adʒənda:	አጀንዳ	adʒənda:	Agenda
Rakeeta	ra:keta	ራኬት	ra:ket	Racket
Yunivarsiitii	ju:nɪvərsi:ti:	ዩኒቨርሲቲ	ju:nɪvərsi:ti:	University
Moolii	mo:li:	ሞል	mol	Mo: l
Moonopolii	mo:nopo:li:	ሞኖፖሊ	mo:nopo:li:	Monopoly
Hawaalaa	Hawa:la:	ሐዋላ	hawala:	Money transfer

difficult to understand the meaning of the three words. Because the definitions are circular, a reader cannot understand the meaning of the three words in a series. The definitions were circular and learners face difficulty in comprehending the words' meaning unless they know the meanings of one of the language clearly. Nevertheless, there are situations in which a reader might unfamiliar with the words in all of the three languages. Similarly, the

Table 13. List of words in equivalent meanings in Amharic and or English language.

Afaan Oromo	Phonetic transcription	Amharic	Phonetic transcription	English
Mukarbaa	mukarba:a	ግራጫ	gɨrar	Acacia
Mil'uu	mɪlɪ'u:	ግልምጫ	gɨlɨic'c'a	Fierce look
Miliqqee	mɪlɪk'e	ጥቁር ገበያ	t'ɪk'ur gebeya	Black-market
Cibra	Cibra:	ስም	sɪm	Name
Ceekuu	Ceku:	ማጅራት	madʒɪrat	Shoulder blade
Miltoo	mɪlto:	ጓደኛ	guadəŋa	Companion on journey
Miliqsoo	Milkso:	ኮንትሮባንድ	kontroband	Contraband
Waahela	Wahila	አቃጣሪ	ak'at'ari:	Pimp
Carreessa	Care:ssa	ሐኪም	haki:m	Physician
Ceegoo	Ce:go:	ዱቤ	du:be	Credit
Qaanquree	Kankure:	ጎበዝ፤ ፈጣን	gobəz	Bright, brilliant
Canoo	Ceno	ጭላዳ	C'illada:	Gelada baboon
Qaxiiraa	Kə't'i:ra	እንቅልፍ ማጣት	Inkilf mat'at	Insomnia

dictionary had some words that were not equivalent in meaning in Amharic and /or in English language the case in points are shown in Table 13.

As can be seen from Table 13, it is possible to identify the meaning of the Oromo equivalent words given in Amharic and English that means the words in Amharic and English do not seem equivalent in meaning as the writer suggested the definitions. Thus, it creates ambiguity, creates incredibility to the readers who want to learn the language, and wants to develop their language in reading this dictionary.

Pronunciation

The trend in dictionary making is giving the pronunciation of the words in International Phonetic Alphabet to help the learners' develop the correct pronunciation of the words except the initial explanation of the Oromo language sound systems. Nevertheless, it is important for Afaan Oromo to add the pronunciation form because vowel length and germination have significance in meaning change in Oromo so people should learn that different in the dictionary through pronunciation. Thus, this condition has created a problem in identifying the correct pronunciation of the words.

Grammatical information

Grammatical information is crucial for the dictionary to help the learners identify and use the word in its word category and in its right context and collocations. However, in this dictionary the grammatical information of the words were not given and learners cannot   identify the grammatical forms of the verbs except for the word

category given for Amharic and English words only at the expense of Afaan Oromo words. Even the information given for the Amharic and English equivalents were the word classes such as adjective, noun, verb and adverb only.

Etymology of the words

Some words in language might have some historical background in entering into the language system for example through borrowing. Thus, etymological information was important to know the origin of these words. In the dictionary, some of the words were taken from other Ethiopian languages or foreign languages; yet the origin of these words was not stated in the dictionary to help the learners know their origins. Therefore, it is difficult to know the sources of these words as their origins were not clearly indicated in the dictionary. To illustrate this some words suggested as example are given in Table 14.

As one can deduce from the listed words in Table 14, both Afaan Oromo and Amharic words have the same meaning and similar pronunciation with different orthography. Hence, this might be created due to the origin of the words that entered into the two languages from the same sources but not indicated in the dictionary. Thus, indicating the etymological information of the words in the dictionary might solve such types of confusion. This dictionary has many strong sides in listing the words in alphabetical order and providing the definitions of two languages in a better condition than other dictionaries compiled in Ethiopia irrespective of all the weaknesses we have listed from the dictionary earlier.

Finally, if the weakness pin pointed earlier in line with the key elements of dictionary making in scientific procedures

Table 14. List of words in the dictionary without its etymological explanations.

Afaan Oromo	Phonetic transcription	Amharic	Phonetic transcription	English
Atileetiksii	ætletiksi:	አትሌቲክስ	ætletiks	Athletics
Attachee	ataʃe	አታሼ	ataʃe	Attaché
Daabboo	da:bbo:	ዳቦ	da:bbo:	Bread
Unkuroo	unkuro :	እንኩሮ	ɨnkuro	Flour mix for brewery
Turungoo	tringo	ትርንጎ	tiringo	Shaddock
Wakkiila	wəki:la	ወኪል	Wəki:l	Representative; delegate
Halojinii	halojin	ሀሎጂን	halojin	Halogen
Haraqee	harəke	አረቄ	areke	Alcoholic drink
Hawaalaa	hawala:	ሐዋላ	hawala:	Money transfer
Shunkurtaa	ʃinkurt	ሽንኩርት	ʃhinkurt	Onion
Shurraaba	ʃurab	ሹራብ	ʃurab	Sweater
Shittoo	ʃito	ሽቶ	ʃɨto	Perfume
Sharaa	ʃara:	ሽራ	ʃəra:	Canvass
Haajii	haʤi:	ሐጂ	haʤi:	One who made a pilgrimage to
Makkaa	məka	መካ	məka	Islamic worshipping place (holy city of) mecca in the arab world.

were incorporated and reprinted it would give many advantages for the intended audiences.

Saba Amharic monolingual dictionary

The last dictionary we want to scrutinize based on the principles of lexicography making is Saba monolingual Amharic dictionary. This dictionary first published in 1992 Ethiopian calendar. The revised and reprinted copy of Saba with 580 pages with more than 20,000 words by Aster Nega General Business Private Limited and edited by Debebe Hailgiorgis with anonymous writer. When the authors evaluate Saba Amharic dictionary in terms of the qualities of dictionary making ingredients, it lacks the basic elements such as pronunciation, grammatical information, etymology of the words and so on. The words were arranged in alphabetical order with their meanings. However, it is not free form lack of the principles of dictionary making. Let us show some of these missing elements in the dictionary as follows.

Entry words

Most of the words listed in the dictionary were derivatives derived from the same root with conjugation as shown in Table 15.

As can be seen from the examples in Table 15, most of the words in the dictionary were the conjugation of the basic root forms of the words. This overlooks various words of the language that can replace the concept words that can be used in the dictionary. This was mere redundancy of the root words that can be of no value to help the readers of the dictionary and wasted the place of many necessary words to be included in the dictionary. The other problems in the dictionary were the spellings of one word have been indicated with different meanings in the dictionary are shown in Table 16.

Many words with the same spellings and shape can give different meanings without explanations. You can see many words of such kinds that can be listed without any reasons for the meaning changes. This redundancy more than creating ambiguity to the readers and the users of the dictionary creates unnecessary repetition in the dictionary. Figurative speeches must be presented in their own ways in a dictionary but in this dictionary, most of the figurative speeches were presented mixed with other words meanings as point in the examples given in Table 17.

All these and other similar like figures of speeches were included in the dictionary. Figurative speeches were different from the regular meaning or literal meaning, so that they need explanations separately. Alternatively, the dictionary should explain the figurative speech in a different way. Nevertheless, the writer did not explain them in the dictionary. As can be seem from the Table 18, There were uncommon borrowed words in the dictionary without their origin being indicated in the dictionary as can be seen from the examples taken from the dictionary in the table beneath.

All the words in the last Ethiopic alphabet were in borrowed words in the last pages without mentioning their origins. Most of these words were borrowed words from local and foreign languages. So if one needs to include them in the dictionary he/she should mention their origin

Table 15. List of derivatives from the same root with conjugation in the dictionary.

Amharic	Phonetic transcriptions	Its English translation
ሰንካላ	Senkalla:	Limping, one who limps.
ስንኩል	Sɨnkul	Cripple, or handicapped person
ተሰናከለ	tesenakələ	Was hobbled, was crippled, was hindered
መሰናክል	məsənakl	Hindrance, stumbling block
ተሰነካከለ	təsənəkakələ	Was crippled repeatedly, crippled continuously
አሰናከለ	asənakələ	Hindered , became obstacle to something
ደፈጠ	dəfət'ə	Ambushed
ደፈጣ	dəfət'a	Guerilla
ደፋጭ	dəfac'	One who makes flatten
መድፈጥ	mədfət'	Laying ambush
አደፈጠ	adəfət'	Laid ambush
ማድፈጥ	madfət'	To lay ambush
ተደፈጠ	tədəfət'ə	Was laid ambush
አድፈጠፈጠ	Adɨfət'əfət'ə	Made someone injured
ተድፈጠፈጠ	tədəfət'əfət'ə	Was made injured highly
መናደድ	mənadəd	Vexed, enraged ,maddened
አናደደ	anadədə	Made someone vexed or engraged ,made someone maddened
ማንደድ	mandəd	To burn something or to light it .to cause something to burn
ተናደደ	tənadədə	Cause someone to become angry ,make someone angry
መናደጃ	mənadəja	Be a cause for angry or enragement
ንዴት	nɨdet	Angry, vexation
ንዴተኛ	ndetəɲa	Hot tempered person
ንዳድ	nɨdad	Hot place or arid area
ንዳዳም	nɨdadam	Too hot
ይነጠቅ	jɨnət'ək'	Let it be snatched
ተነጠቀ	tənət'ək'ə	Was snatched
መንጠቅ	mənt' ək'	To snatch
መናጠቅ	mənat' ək'	Snatching someone
ተነጣጠቀ	tənət'atək'ə	They snatched each other
መነጣጠቅ	mənət'atək'	Snatching each other
አናጠቀ	anat'ək'ə	Helped someone to snatch the other
ነጥቆ	nət'k'o	Something snatched or looted
ንጥቂያ	nɨt'k'ija	Snatching
አየ	ajə	Looked at
አየሁህ	ajəhuh	I saw you
አሳየ	asajə	He showed
አተያይ	atəjaj	World view or outlook
ትይዩ	Tɨjɨju:	Parallel
መተያያ	mətəjaja	View point to see some things
አስተያየት	astəjajə	Compared
አየካት	ajəkat	You saw her
አሳየ	asajə	He showed
ያወ	jawu	Look at it

and use them in the dictionary. There are also alphabets or inflectional morphemes included in the dictionary as if they stand by themselves with their meanings. In addition, one can infer from Table 19 that there were also alphabets or inflectional morphemes included in the dictionary as if they stand by themselves with their meanings.

In Amharic alphabet overall, except in Na and Nu in themselves cannot stand and represent a meaning in the dictionary. Perhaps they can stand with bound morpheme

Table 16. List of words with the same spelling with different meanings indicated in the dictionary.

	Phonetic transcriptions	
ለጠጠ	lət'ət'ə	has stretched
ላጠ	lat'ə	Has peeled
መነነ	mənənə	Became a monk or nun
መነጠቀ	mənət'ə k'ə	Launched
መነዘረ	mənəzərə	Has changed in to different currency or coins
መጠጠ	mət'ət'ə	Has sucked or aborbed
አነሳ	anəsa	Lifted up, picked up, took
ተነሳ	tənəssa	raised ,stood up
ጠፋ	t'əfa:	Lost
ፈተፈተ	fətəfətə	Mixed up
ሰበቃ	səbək'a	Friction
ገለባ	gələba	Straw, chaff
ጠፈጠፈ	t'əfə t'əfə	Has flattened
አዞረ	azorə:	Made to change direction
ነጠረ	nət'ərə	Bounced, refined, sieved

Table 17. List of figurative speeches used in the dictionary as words.

Idiomatic expressions	Phonetic transcription	English meaning
ሀብተ ሥጋ ኃላፊ ደስታ	habtə siga , halafi: dəsta	Effervescent
ሁለት ጸጉራ = አወጣ=ሸመገለ =በዕ ድሜገ ፋ	huləttsəgurawət'a, ʃəməgələ beidme gəffa	Became gray haired or old age
ልቡን መታው፣ ትዝ አለው	libu:n metaw= tiz alew	Came to his mind
ደጅ ጠኒ ሥራ ፈላጊ	dəʤ t'əɲi:=sira fəla:gi:	Job seekers

Table 18. List of words of borrowed words without their origin indicated in the dictionary.

Serial no.		Phonetic transcription	English meaning
1	ሊቸንሳ ሊቸንሳ	li:tʃensa:	License
2	ላውንደሪ ላውንደሪ	la:wunari:	Laundry
3	ሐዋላ ሐዋላ	hawa:la:	Parcel, Money transfer
4	ሲኖዶስ (የ ክህነት ጉባ ሲኖዶስ (የ ክህነት ጉባዬ	si:nɔ:d (jəkıhınət gu:ba:e)	Synod
5	ሾርኒ (አ ጃ ዙር)	ʃɔ:rni: (idʒa:zur)	Indirect
6	ወልፍ (ሱስ) ወልፍ ሱስ	wɒlfı (su:sı)	Habit
7	ገ ጀ ራ (ቆን ጭሩ)	gədʒəra: (kɒntʃıra:)	Cutlass

and give meaning some times. Therefore, these words never represent a meaningful unit as words. They might be interjections or onamothopians. The other weakness in the dictionary was that most of the meanings given in the dictionary were not the right definitions. For instance, some of the meaning given in the dictionary seemed direct opposite of the words stated in the dictionary contrary to the definitions given to the headwords.

As can be concluded from the words in Table 20, no words listed can replace one another in meaning. Therefore, they were not synonymous. Moreover, there were many words that readers cannot identify the dialect from which these words were taken from. The writer used them in the dictionary as synonyms, which replaces one another in meanings. For instance, some of these words were not synonymous as shown in Table 21.

Some of these words and other words in the dictionary were problematic as their meanings were not equivalent

Table 19. List of inflectional morphemes used in the dictionary by themselves.

Serial no.	Amharic alphabet		Meaning in English
1	ቃ	K'a	Became dry
2	ኗ	ɲa	To the Amharic alphabet four different meanings were given
3	ꓽ	gua	Unripe fruit

Table 20. List of words without right definition.

Serial no.	Amharic word lists	Phonetic transcription	English equivalent meaning
1	ቅምጣ≠ቅምጥል≠ነ ደሎ	K'mt'a≠k'imtil ≠godolo:	Dandified person≠ incomplete
2	ቀማኛ ≠ ቡዳ	k'əmanna ≠ buda:	Evil eyed person ≠ snatcher
3	ሰባኪ ≠ ወሸታም	səbaki ≠wuʃata:m	Preacher ≠ lier
4	ኪን ≠ ተንኮል	ki:n≠ tənkɒl	Wise ≠ Beguile
5	ዘየደ ≠ አዛባ	zəjədə ≠ abəza	Devised a method ≠mechanism for multiplying
6	ዘዩ ≠ ፈሊጥ	zəjə ≠ fəli:t'	Figurative language ≠ idiomatic
7	ግርድ ≠ ችምችም	gᵻrd ≠ tʃɪrtʃɪm	Husks ≠ chaff
8	መዓጀ≠ ሙጃቅ	C'a:k'ə ≠ mu:cca:	Incense≠ blue
9	ጭቃ ≠ ገ በ ር	C'ik'a ≠ gəbər	Mud ≠ cover
10	ጨቀለ ≠ መላደ	Ck'ələ ≠ mələdə	Interceded ≠
11	አፈጀ ≠ አረጀ	afəʤə ≠ arəʤə	Became old to do something
12	ፍካሬ ≠ትርጓሜ	fᵻka:re ≠ tᵻrguwame	Connotation ≠ denotative meaning

Table 21. List of words which are used synonymously but are not synonymous in reality.

Serial no.	Amharic Word lists	Phonetic transcription	English equivalent meaning
1	ሆነና ≠ ሞኛ ≠ ቂል	honanaa ≠ moɲ ≠ k'il	Foolish , imbecile
2	ላ ምባ ዳ ≠ኮ ል ታፋ≠ ለ ፍዳዳ	la:mba:da: ≠ kɒlta:fa:	Not fluent, one who stammers
3	ተኩላ ≠ የ ይ	jəji: ≠ təkula:	Wolf
4	አ ጋ ኸ ≠ ማዬድ	aga:ʒᵻ ≠ma:ʤd	Cycle

to the words given in the dictionary. Therefore, they create confusion to the reader to understand them easily. Moreover, the origin of these words was not known from which Amharic dialects they emanated. Alternatively, from which Ethiopian languages they came in to Amharic language was unknown.

In addition, not all of the words listed in Table 21 were known clearly which means they really represent and their true meanings were confusing to understand to the readers as well.   Therefore, the readers hardly understand their meaning without confusion in the dictionary.

Information from different organizations about lexicography

Similarly, the researchers tried to investigate the support the enthusiastic dictionary writers get in different regions of our country. Hence, we tried to gather information from different concerned bodies about lexicography, their experience, and their educational background.

According to our survey, there is no independent academic institute or organization established to manage and support individual enthusiastic writer or compilers of dictionaries on various Ethiopian languages about lexicography in Ethiopia. Hence, we have tried to talk to various heads of the existing institutions that have tried to compile dictionaries to gather information and evidences from these organizations directly or indirectly connected with the preparation of dictionaries. Some of these are Ethiopian language research centers (ELRC) and the summer institute of linguistics, Ethiopia non-governmental organization and southern nations, nationalities and peoples council languages and culture study institutes. However, individuals' who compiled most of the dictionaries produced in Ethiopia so far did not get any support from these organizations.

Moreover, though there were attempts to do the dictionary compilation at Addis Ababa University Ethiopian Languages Research Institutes, the activities undertaken by this institute were not suffice, however, they made some efforts to do these arduous tasks. Head of the Institutes Dr. Girma stated that they have made a lot of endeavors to achieve develop dictionaries but it was not sufficient to the level the community expects of them and it has set its work plan in the future in this regards. He further elaborated that the Institute has published a dictionary of Ethiopian science and technology terms, a dictionary of Tigrinya, Amharic and others. In addition, it has made all preparation to print the second edition of those dictionaries already published currently

He further explained that the Institute has structure with two experts in the dictionary compilation section as a result in the   future the institute has a plan to give training in collaboration with regional bureaus on how to make dictionaries based on standard qualities and components.

To cite some of the efforts made in this regards, on April 7 to 8, 2006, the institute organized a workshop on lexicography or dictionary making. The workshop dealt with the title "Ethiopian Experience in Lexicography: Retrospect and Prospects". In this workshop about forty languages and linguistic experts drawn from various regions of Ethiopia took part in it and about of twenty-four different research papers were presented at the symposia of which twelfth of them were selected and published as a book entitled "issues on the lexicography."

Summer Institute of Linguistics: Ethiopian Summer Institute of Linguistics a non-governmental organization is playing its significant role in the process of making dictionaries in Ethiopia. This organization has made a lot of endeavor to support dictionary compilation process in Ethiopia. The case in point is that the organization has provided the financial and expertise in facilitating the publication of Silte –English-Amharic Dictionary. In addition, the organization has financed the publication and preparation of mini-dictionaries in Surma,-English–Amharic and others.

Moreover, the Linguistics coordinator of the institute (Dr. Andreas Jowsin) has explained that the institute has a plan to compile dictionaries of languages that are becoming standard languages for education. Among of these, for some languages the priority was given namely to Barta, Gumuz, Awugny Hadiya, Korate and others to make their dictionaries in a scientific and modern form. Besides, the institute has undertaken all necessary preparations to organize a national workshop on lexicography.

Since the institute of language and culture studies established in the South Nation's Nationalities and Peoples' Council, it has made no effort so far on the dictionary making principles for the languages and cultures in the region. However, in the future, the institute has a plan to organize training for the language experts and the speakers of the languages to prepare dictionaries for the languages in which they offer education to their children. As all the experts and the concerned persons, we had talked to indicated that all the dictionaries prepared by individuals or organizations have a shortcoming of compilation based on the scientific principles of dictionary making or lexicography. We (the researchers) also share this idea based on the practical observations of the above three dictionaries and others.

Conclusions

We have investigated the theoretical frame works in lexicography or dictionary making based on the ideas of different scholars in linguistics. In addition, an attempt was made to evaluate the practical applications of the theories of dictionary making and practice in Ethiopian context taking three dictionaries as the case in point. It has tried to explain what lexicography means and its relation to linguistics, what dictionary means and its types, the development of lexicographical notion in Ethiopia, and what key elements in dictionary making are vitally important such as, (entries, definitions of entries, pronunciation, alphabetization, grammatical information and etymology of the words).

We have also tried to examine the practical application of the key elements in three dictionaries (two trilingual and one monolingual). The compilers of the dictionary have tried to compile dictionaries in line with the key principles of dictionary making though there were many shortcomings upon their practical applications. However, there were some good attempts in Silte-Amharic-English dictionary in comparison to the other dictionaries complied since 1995 in Ethiopia.

The trilingual Afaan Oromo-Amharic-English dictionary gives a great advantage for the speakers of the languages as well as for the others who want to learn these languages for different purposes. It adds some points on lexicographical notions of our country-Ethiopia. At least, it gives some lexical information about the languages.

Since Amharic has had an influential power in Ethiopia for a century and it was serving as an official language and currently serving as a federal working language in the country, it was easy to get a great deal of information about the language in every aspect. However, the Saba Amharic dictionary compilers could not use the opportunity in its making so that the dictionary lacks most of the dictionary making principles.

Finally, based on the research finding we tried to suggest that a great care should be taken into consideration in any type of dictionary making or compilation process.   In order to compile the best dictionary that is compiled based on the theoretical and practical lexicographic implementation, the compiler(s)

should have a good deal of linguistic knowledge at most and /or have a lexicographic know how at least. Moreover, linguists should participate in dictionary making, at least by giving information (ideas) about the main principles of dictionary making or lexicography by organizing different training workshop and producing manuals that compilers can use in their compilation process in the future as a guide.

In summary, such kinds of huge and basic work of dictionary making must be done in company or in collaboration with many linguists, language and culture experts, and many knowledgeable persons from the language(s) speaking communities to make the dictionary comprehensive and well developed and easy to use in line with the scientific principle of lexicography.

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