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The Content of Lexical Construction in School Dictionaries: A Reading of 'Al-Mumtaz' Dictionary by Aissa Moumni

مضامين البناء المعجمي في القاموس المدرسي: قراءة في القاموس الممتاز لعيسى مومني

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Abstract:

This study seeks to address the lexical structure of school dictionaries, given their prominent role in influencing learners on the one hand, and their consideration of psychological and educational principles on the other hand. They also serve to develop learners' linguistic and cognitive skills, as they contain vocabulary that contributes to their formation and perception. This study also focuses on introducing the services provided by school dictionaries to students at different stages of learning, highlighting their functions.

Keywords: lexical structure, school dictionaries, 'Al-Mumtaz' students, learning stages.

الملخص:

تسعى هذه الدراسة إلى تناول البناء المعجمي للمعاجم المدرسية، لدورها البارز في التأثير على المتعلم من ناحية، ولمراعاتها الأسس النفسية والتربوية له من ناحية أخرى، كما أنها تعمل على تنمية الحصيلة اللغوية والمعرفية للمتعلم، لما تحويه من مفردات تساهم في تكوينه وإدراكه. كما تهتم هذه الدراسة بالتعريف بالخدمات التي يقدمها المعجم المدرسي للتلميذ في مختلف المراحل التعليمية، مبرزة وظائفها فيها.

الكلمات المفتاحية: البناء المعجمي، المعاجم المدرسية، القاموس الممتاز، التلميذ، المراحل التعليمية.

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1. Introduction

The school dictionary is an educational tool for learners seeking to develop their language skills. It serves as a reference to clarify any confusion students may encounter, as it is tailored to their age and cognitive level. The linguistic and terminological concepts of the school dictionary are consistent with these meanings. School dictionaries are also one of the most important tools for enriching students' linguistic repertoire, as they contain the vocabulary they need.

Based on the above, this study seeks to answer the following questions:

-What are the contents of the lexical structure of Issa Moumni's 'Al-Mumtaz' Dictionary?

-Does 'Al-Mumtaz' Dictionary cover information that serves the linguistic and cognitive acquisition of students at different stages of their education?

-What are the characteristics of the Excellent Dictionary in terms of form and content?

2. Theoretical Framework

2.1. Transitional Dictionaries

Many names have been given to this type of dictionary, including transitional dictionaries, which are in fact as (AlMaftuk (1997, p. 225-226) stated "a single graded dictionary or a dictionary with sequential, growing parts. In a transitional dictionary, a set of language vocabulary is omitted that is appropriate for the age of the young learner, their cognitive and scientific level, their acquisition abilities, their need for expression, their ability to research, and their patience for tracking and examination. This dictionary grows and expands as the learner grows and develops their natural and acquired abilities and broadens their culture, gradually providing a richer, broader, and deeper linguistic wealth."

Among the transitional dictionaries that take into account the age of the dictionary user, (Ahmad Mukhtar Omar (1998, p.42) says: "lexicographers usually limit themselves to five levels of dictionaries, which are:

A. Pre-school dictionaries.



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- B. Primary school dictionaries.
- C. Pre-university dictionaries.
- D. University-level dictionaries.
- E. Adult dictionaries.

The first two stages and half of the third stage can be grouped under the name "children's dictionaries," and the last two stages and the second half of the third stage can be grouped under the name "adult dictionaries." These stages can also be divided as follows: "Children's dictionaries, which are pre-school dictionaries; school dictionaries, which are primary, preparatory, and secondary school dictionaries; student dictionaries, which are university-level dictionaries; and adult dictionaries. We can also call the last two stages adult dictionaries, because collegiate dictionaries have become the model for adult dictionaries." (Ibid., p.42-43). As for transitional dictionaries aimed at pre-university levels, they can be explained as follows:

2.1.1. "Children's dictionaries or pre-school age

This type of dictionary is called a pop-up picture dictionary or picture dictionary because it relies more on pictures than words and is designed for beginners who have not yet acquired the basic skills needed to use a dictionary (Ibid.).

2.1.2. "Dictionaries for young children, or elementary school students

This type of dictionary is not simply a shortened version of adult dictionaries, but rather a special type of dictionary with its own characteristics and suitability. (Ibid.)

2.1.3. "Pre-university dictionaries

This type of dictionary is "aimed at the 10-18 age group, a group that is assumed to be expanding its vocabulary, increasing its acquisition of word meanings, and advancing its mental thinking to the point where it can deal with complex forms and expressions." (Ibid., p. 44). School dictionaries have several names, such as transitional, children's, and youth dictionaries, and are intended for elementary, middle, and high school students. School dictionaries



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are extremely important because they help students understand difficult words and facilitate their use through the examples they provide.

2.2. The importance of the school dictionary

The importance of the school dictionary lies in the following key points:

-“It has an effective impact on the development of young people's language skills, as it deals with language vocabulary and refers to it in groups that are appropriate to their age, mental level, and natural acquired abilities. This makes it easier for them to accept and understand its concepts and feel that it is relevant to their practical lives and actual needs. Finally, it will make them feel the need to acquire and search for it.” (Maatuk, 1997, p. 225-226).

- The vocabulary included in these dictionaries is limited in terms of both quantity and type, which makes it easier for beginners to select and pick the appropriate word or choose the intended meaning in an easy and simple way, with less effort and in less time, thus avoiding confusion or ambiguity for the recipient (Ibid., p. 226).

- If the dictionary provides explanations and definitions of words, it seeks to provide general knowledge and information that enriches the learner's linguistic culture (Hamuai and Bujamlin, 2015, p. 159).

-The learner acquires research skills. While searching for a word in the dictionary, they understand the dictionary's structure and methodology, which enables them to recognize the relationship between linguistic achievement and the use of the dictionary (Ibid.)

-The school dictionary is extremely important in increasing the learner's linguistic and cognitive acquisition and understanding of the curriculum they are following, as it is characterized by simple, familiar language that makes it easy for them to search for vocabulary and develop their linguistic skills (comprehension, reading and writing).

2.3. The purpose of compiling a school dictionary

The purpose of compiling a school dictionary is: (George, 2002, p.192).

-To preserve the classical Arabic language.

-To help students understand difficult words.



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-To improve the school dictionary and strive to make it one of the leading modern Arabic dictionaries.

Therefore, the goal of compiling a school dictionary is much greater, as it enriches the linguistic, cognitive, and perceptual skills of students, in addition to its usefulness to Arabic speakers in general.

2.4. Functions of the school dictionary

School dictionaries have specific functions, the most important of which are: (Benaouda, 2020, p. 121-122).

-Helping learners to comprehensively understand the rules of the Arabic language, morphology, syntax, and phonetics.

-Providing learners with information, dates, and names of school subjects.

-Developing learners' linguistic repertoire.

-Developing learners' research methods and mechanisms.

-Motivating learners to engage in self-learning and develop their research skills.

The functions of the school dictionary can be summarized in four functions:

2.4.1. Comprehension: This is a fundamental function if the school dictionary includes semantic, morphological, syntactic, and pragmatic information, as learners need this information to solve problems of comprehension, expression, and communication (Mila, p.22).

2.4.2. The function of expression and composition: This is the ability to use words in speech by explaining and clarifying the use of words in different contexts in the school dictionary (Ibid., p.22-23).

2.4.3. Self-learning: Striving to provide all possible facilities that develop the function of self-learning, which has become a modern necessity due to the abundance of knowledge and the speed of its development (Ibid., p. 23).

2.4.3. Cultural dimension: Providing learners with all the tools they need to understand their culture, whether they are native speakers or speakers of another language (Ibid.).



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School dictionaries are an educational tool that is no less important than large general dictionaries, as the value of these small dictionaries is highlighted through the development of the learner's vocabulary, the clarification of linguistic concepts and vocabulary, and the explanation and simplification of terms at various educational stages. They are linguistic resources that meet the needs of students by preserving the language and serving its speakers.

3. Introduction to the author and overview of the work

3.1. Introduction to the author

Dr. Issa Moumni is a professor, lecturer at Frères Mentouri Constantine 1 University, Algeria, Faculty of Arts and Languages, Department of Arts and Arabic Language. He completed his primary, middle, and secondary education in Oued Zenati, Guelma. He enrolled at Annaba University, where he obtained a bachelor's degree in Western Language and Literature, followed by a Master's degree and a PhD in linguistics.

He has written many books, including those published by Dar Al-Ouloum in Annaba, such as: 'Al-Mumtaz' School Dictionary, "Al-Manar Dictionary for Students," "Al-Manar Linguistic Dictionary," "The Dictionary of Grammar," "Word and Sentence Grammar," "Grammar Lessons in Arabic," "Text Analysis Training for Baccalaureate Students," "Bibliography of Linguistics," "Reading the First Signs of Conversation and Approaches to Linguistic Contexts," "Towards Speech," "Bright Corners in the Life of a Student and a Teacher (novel)." (Moumni, 2017)

3.2. An introductory overview of the 'Al-Mumtaz' dictionary

It is a small booklet containing a list of language vocabulary accompanied by explanations. This dictionary presents words that are central to the student's curriculum in their correct form to avoid mistakes. It is monolingual, both in the entries and in the explanations, and is in Arabic. It is 418 pages long and is intended for young readers who want to know the meaning of Arabic words. It is notable for containing vocabulary that is relevant to the world of schoolchildren, and the author also mentions words that have undergone a change in meaning. The author has also added educational appendices on



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vegetables and fruits, insects, birds, animals, work tools, means of transportation, and traffic signs, which benefit learners in their academic achievement and language development.

Dictionary	'Al-Mumtaz' School Dictionary in Color Arabic-Arabic
Author	Issa Momni
Language	Arabic-Arabic
Number of pages	418 pages
Paper size	12×17
Cover type	Medium
Publisher	Dar Al-Ouloum
Country	Annaba, Algeria
Edition	D.T.
Date	D.T.

This is a technical card for the excellent dictionary.

3.3. The goal of 'Al-Mumtaz' Dictionary

Through his book Al-Mumtaz, Issa Moumni sought to meet the needs of students and provide them with linguistic culture, data, and cognitive concepts. In his introduction, he states that "it is rich in vocabulary and explanations, as well as the words and terms I will discuss, connecting the present of this language with its past, as it is a language with a long history and a vast heritage used by hundreds of millions of people in today's world." (Moumni, 2017, preface).

3.4. General characteristics of an excellent school dictionary

There is a difference between school dictionaries and large general dictionaries in terms of the form and content of each. As for the characteristics of an excellent school dictionary, which is intended for a specific category of learners (pre-university levels), these characteristics are:

3.4.1. Focus on the learner



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This means that the dictionary should be tailored to the user in terms of its subject matter, content, and presentation methods. Lexicographers also strive to prepare it based on the needs of learners and their educational stage, based on a study of the linguistic problems they encounter during exams and relying on educational programs and textbooks designed to take into account the linguistic development of these learners. (Mila, p.25)

3.4.2. Simplicity and clarity

These are the goals of lexicographers in compiling dictionaries, other than compiling school dictionaries, which are more difficult and complex because they are aimed at learners. Therefore, simplicity and clarity must be prioritized when editing definitions suitable for learners in the early stages of education and when arranging the different meanings of a single entry. (Ibid.)

3.4.3. Careful production

This means taking care in the production of the dictionary, adapting it to the level of the learners, using large print, using high-quality paper that is durable and easy on the eyes, and using colorful illustrations and pictures, especially in the early stages of education (Ibid., p.27).

School dictionaries are an important educational tool for teaching students language, just like textbooks and educational programs. Therefore, it is necessary for lexicographers to take into account the conditions for their compilation, which is what Moumni sought to do by focusing on the target student to determine the type of vocabulary. Since Al-Mumtaz is aimed at a specific group, the author began with the problems that students encounter during reading or tests. Therefore, the school dictionary should be appropriate for the contents of the school curriculum, which may contain difficult words that are rarely used in everyday speech. More importantly, the lexicographer should be familiar with the contents of the subjects taught to students so that he is aware of the words that are taught during lessons and found in textbooks in various subjects.

Al-Mumtaz dictionary also provides simplified vocabulary, explaining it and making it accessible to students of different levels. As for the printing and



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layout, the author of Al-Mumtaz took care of these aspects as well as the external appearance.

4. Practical framework

4.1. Features of Al-Mumtaz

4.1.1. Introduction

The most important things that should be covered in the introduction to the modern Arabic dictionary are as follows:

- Some information about the team.

- The dictionary's methodology, whether in choosing entries, editing them, explaining pronunciation and spelling, explaining meaning and usage, giving examples, providing verbal accompaniments, contextual expressions, scientific terms, and so on.

- The method of arranging the dictionary externally and internally.

- The dictionary's features and most important characteristics, and the type of user.

- Instructions for use and how to benefit from the dictionary.

- The phonetic values of pronunciation symbols.

- A list of symbols and abbreviations used in the dictionary. (Moumni, p. 110-111)

The author of the excellent dictionary began with an introduction of about three pages, one of which was dedicated to the publisher, in which he addressed a number of points, the most important of which were:

- His reference to the purpose of compiling the excellent dictionary.

- The method of arranging the entries in the dictionary, which he based on the principle of root words, saying: "If you want to look up a word in it, all you have to do is search for it as it is, and if its place corresponds to the order of Arabic dictionaries, you will find it, and if not, you will find a reference to its place enclosed in brackets like this" (Moumni, intro.).

- His mention of the symbols and abbreviations used in the dictionary.

- The target audience of the dictionary, which is students in particular, at all levels of education: primary, secondary, and university.



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It should be noted that the author neglected to mention information about the team that worked on the dictionary and the sources and references used in its compilation.

4.1.2. Appendices

The appendices in school dictionaries should contain the following information: (Mokhtar Omar, 199, p.111)

- A list of non-standard words.
- A list of numbers and descriptive numbers.
- A list of kinship terms.
- Lists of names of people and places of special importance.
- A list of the most common abbreviations.

-Encyclopedic information such as weights and measures, military ranks, days of the week and names of months, currencies, and some geographical information.

Mukhtar Omar says: "appendices were not common in old Arabic dictionaries, with the exception of a few, such as Al-Fayumi's Al-Musbah Al-Munir, which followed his dictionary with a conclusion that addressed a number of distinctive morphological issues. What Al-Fayumi did was not to transfer the information that should have been mentioned in the introduction to the conclusion, but rather to place the introduction at the end of the dictionary." (Ibid.)

Therefore, the appendices play an important educational role, as they provide students with information that enriches their culture. This is what makes this edition excellent, as it contains 408 pages of linguistic content, while the remaining 10 pages are devoted to appendices. This distinguishes this edition from its predecessor in that it includes basic information in the form of color pictures. These consist of:

4.1.2.1: A page dedicated to vegetables and fruits with color illustrations, including: "cauliflower, bean balls, cabbage, ginger, corn, carrots, beans, garlic, radishes, zucchini, carrots, eggplant, pumpkin, garlic, onions, potatoes, olives,



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tomatoes, peppers, beets, pears, oranges, pomegranates, bananas, lemons, henna, tangerines (mandarins), lemons, grapes, watermelons, apricots, banana, strawberries, peaches, melons, pineapples, berries, plums, coconuts, kiwis, apples, and dates." (Ibid.)

4.1.2.2: A page was dedicated to insects, including the following: "Cricket, fly, moth, butterfly, snail, scorpion, roach, wasp, tick, spider, ant, beetle, flea, worm, caterpillar, grasshopper, locust, palm tree, dragonfly, forty-four, jibrada, and Jesus (Ibid.).

4.1.2.3: A page is dedicated to birds, among which we find: "Golden finch, kingfisher, hummingbird, henna bird, blue sparrow, hoopoe, warbler, woodpecker, magpie, cardinal, drongo, sparrow, duck, goose, samani, bugna, macaw, parrot, parrot (kenwa), the pelican, the rock duck, the penguin, the hornbill, the turkey, the hoopoe, the kiwi, the seagull, the ostrich, the crow, the cuckoo, the nightingale, the pigeon, the nightingale, the ostrich, the stork, the spoonbill, the hoopoe, the owl, the eagle" (Ibid.).

4.1.2.4: A page is dedicated to animals, including: fox, wolf, raccoon, jaguar, cougar (mountain lion), cheetah, fennec fox, hyena, cat, tiger, lion, dog, coyote, frog, mink, beaver, weasel, kinkajou, rhinoceros, kangaroo, deer, polar bear, bear, panda, koala, squirrel, lizard, anteater, cat, gorilla, hippopotamus, elephant, cow, camel, giraffe" (Ibid.)

4.1.2.5: A page was dedicated to work tools, including: "grass mower, pruning shears, chainsaw, electric saw, power drill, axe, chisel, file, pliers, hammer, screwdriver, rake, ladder, wheelbarrow, crane" (Ibid.)

4.1.2.6: A page is dedicated to means of transportation, including: "helicopter, airplane, balloon, truck, locomotive, train, container ship, motorcycle, oil tanker, passenger ship, speedboat, ferry, boat, aircraft carrier" (Ibid.)

4.1.2.7: Four pages are devoted to traffic signs: "Mandatory signs at intersections, proceed straight ahead (...) No vehicles weighing more than 2 tons on a single axle" (Ibid.)

4.1.3. Symbols and abbreviations used in Al-Mumtaz



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Moumni used symbols to denote certain words, and by symbols and abbreviations he meant taking the first letter of a word or several words, so that these letters stand in for the word or words they abbreviate (Hamdou al Haltoun, , p.236). Among the symbols we find in Al-Mumtaz:

-The symbol (ج) appears as a substitute for the word (جمع), but the author does not mention this in the introduction. An example is:

“جمع فروث ‘farth’ is food residue in the rumen فرث: “الفروث- (Moumni, , p. 225).

-Wabr: وير “Wabr is an animal similar to a cat but smaller than it and has a short tail (ج) Yoor and Wabar.”

-The symbol (*) to indicate derivatives of the word, of which we mention:

- دام Dama: “it lasts forever and always on the matter: it is fixed, extended, and continued, and the rain: it continues to fall.”

-Adam al-Shay: to request permanence.

-Al-Daim: one of the beautiful names of God and the active participle of dam.

-Al-Da'ama: the sea, due to the permanence of its water. (Ibid., p. 387)

-(The symbol (-:) to indicate that the word is not repeated, such as: الغمرَةُ: “a lot of water and severity” (Ibid., p. 249).

-The symbol or word to indicate that there is a place where the word is explained (the original form of the word), such as:

‘istalaha’ اصطلاح: “(See: ‘sallaha’ صَلَّحَ)” (Ibid., p. 28).

Thus, symbols and abbreviations help lexicographers produce a concise school dictionary, one of whose characteristics is brevity.

4.2. Internal and external description of Al-Mumtaz dictionary

4.2.1. Ideal size

The size of the dictionary has an impact on the student's psychology. When they see the school dictionary for the first time, they are attracted to its size and shape before the linguistic data it contains. Therefore, it is better for the dictionary to be small in size so that students can easily look up the vocabulary they need. "The transitional dictionary is small in size, light in



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weight, and easy to carry compared to the general dictionary. This makes it easy for young people to carry it with them and get used to using it, whether at school, in the library, or at home. On the other hand, the choices between words and meanings presented in transitional dictionaries are limited, because the vocabulary included in these dictionaries is limited in terms of both quantity and type. This makes it easier for young learners to select and find the appropriate word or choose the intended meaning in the easiest way, with less effort and in less time, without confusion, uncertainty, or ambiguity. If the transitional dictionary is easy to use, beautifully designed, printed on high-quality paper, well-printed, decorated with appropriate illustrations and colorful explanations, it will be more effective in attracting young learners and encouraging them to use it. (Maatuk, p.226)

Al-Mumtaz dictionary is primarily educational, published by Dar Al-Ulum for Publishing and Distribution, consisting of 418 pages, in addition to educational supplements on: vegetables and fruits, insects, birds, animals, work tools, means of transportation, traffic signs, and its cover bears the name of the author (Moumni) and the publishing house (Dar Al-Oloum Dictionary Series). In the center of the cover, the title is written in bold white and yellow letters (Al Mumtaz School Dictionary in Arabic-Arabic Colors), which carries suggestive and enticing connotations that make the reader want to purchase it.

The cover image is appropriate for a dictionary aimed at young children. The illustrations, with their scientific and educational influences, attract the reader's attention and are enjoyable for students. As for the quality of the paper, it is average, and the font is legible and understandable in the text. In terms of the number of pages, it is good and easy for young students to carry, which indicates that it is rich in vocabulary that opens the door to learning new words.

4.2.2. Al-Mumtaz dictionary Curriculum

Issa Moumni based his Al-Mumtaz dictionary curriculum on the principle of radicalism, i.e., stripping the word of its superfluous elements. He says "if



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you want to look up a word in it, all you have to do is search for it as it is. If its place corresponds to the order of Arabic dictionaries, you will find it, and if not, you will find the reference to its place enclosed in brackets (see...). We find that it begins with the root of the word, then its derivatives. An example of this is as follows:

-Basat (بسط): (basata بَاسَطَةٌ , basat بَسَطَ , anbasat انبسط , tabasat تبسط , al-basat البسط , al-basat الباسط , al-basata البسطة , al-basit البسيط , al-basata البسطة).

-Latif (لطيف): (Latifa لَطِيفَةٌ , La Tafa لَطَافَةٌ , Latif لَطِيف , Talataf تَلَطَّف , Astaltif اسْتَطَلَف , Al-Latif اللطيف). (Moumni., p.53)

This is in relation to the external order of excellence, which is: "The method used by the lexicographer in classifying and ordering the lexical entries and arranging their meanings under each entry.

This is represented in the placement of the entries, which ones come first and which ones come second. Modern scholars have considered the order to be the cornerstone of the dictionary, as it saves the dictionary user time and regulates the process of monitoring and recording, so that nothing from the lexical material is lost and the relationship between the derivatives of a single root is revealed." (Ben Ramadan, 2017, p.101)

Ibn Hawili al-Akhdar al-Maydani (2010, p. 151) defined it as follows: "the purpose of the order of dictionary entries is to arrange them in a way that allows the reader to achieve the purpose of their existence in the dictionary."

School dictionaries need to follow a correct methodology that students can use. We note that in his external arrangement of Al-Mumtaz, Moumni began with the verb, then the name, then the page or the names of objects or animals, if any. This indicates that Moumni's methodology is simple and easy for young students to search.

4.2.3. Types of words included in the Excellent School Dictionary

One of the advantages of small dictionaries, such as school dictionaries, is that they select words that are suitable for their users. It is aimed at pre-



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university learners, and therefore the terms included in Al-Mumtaz School Dictionary cover several branches, the most important of which are:

4.2.3.1. Noun

Grammarians define a noun as: "something that has a meaning in itself that is not associated with time" (Abu Haltem et al., 2003, p.08).

Word	Meaning	Page number
1-Human	A thinking living being	38
2-Book	Written pages	292
3-Garden	An area with trees	91

The excellent school dictionary contained the following names.

The excellent dictionary contains a large number of nouns with their definitions, some of which are sufficient to describe the word to be identified, while others are insufficient. The selected nouns (human, book, garden) are rarely unknown to students, as they are frequently used in everyday life.

4.2.3.2. Verb

A verb is "something that indicates meaning in itself when combined with time, namely: past, present, and imperative" (Ibid., p.26).

Word	Meaning	Page number
جَارَ	Supplication	73
خَرَمَ	To cut something into pieces	109
نَحَلَ	To sift something	354

Among the verbs mentioned in Al-Mumtaz are, for example.

The verbs appear in the book in the past tense and then the present tense (جَارَ - خَرَمَ - نَحَلَ).

These verbs are not commonly used in everyday Arabic, so students who find it difficult to understand their meaning can consult the school dictionary to find the explanation.

4.2.3.3. Letter



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It is “something that does not have an independent meaning on its own, but rather through something else, and it is always constructed and has no place in the parts of speech” (Ibid., p.32).

Word	Meaning	Page Number
Ba	Preposition, one of the letters of the alphabet	44
Lan	Letter that conjugates the present tense and negates it in the future	315
Lam	A letter that affirms the present tense	314

Moumni mentioned the letters of the alphabet in order with the words that each letter contains, in addition to letters of meaning such as letters of emphasis (lan, kay, hatta...), letters of affirmation (lam...), and prepositions (ila, ma'a, 'an, min...).

4.2.3.4. Arabicized and foreign words

A foreign word is “a foreign term that has entered Arabic without change, and an Arabicized word is a foreign term that Arabs have changed to fit their language” (George, 2002, p.193).

Word	Meaning	Page number
Zinc	A white metal with a bluish tint	159
Oxygen	A colorless, odorless, and tasteless gas	32
Aristocracy	A government or class	21

examples of Arabicized and foreign words.

Moumni has included many foreign and technical words in Al-Mumtaz. The words zinc, oxygen, and aristocracy are foreign words. Zinc is English, from the German Zink (Mabad Abdurahim, 2011, p.117). Oxygen is also written as “oxygen” with a “y” after the “s” and “oxygen” with a “w” after the “h” and a ‘y’ after the “s” (Ibid., p.32). Aristocracy is Greek (Ibid., p.24).

Mentioning the origin of the word enables the student to know which word is Arabic and which word is foreign.



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-Arabic:

Word	Meaning	Page number
توت Tutt	A tree that bears fruit	68
مهندس muhandis	A person who practices engineering	342
درهم dirham	A piece of silver	122

The words (توت، مهندس، درهم) are Arabized, as Arabs “replace letters that are not part of their alphabet with the closest equivalent, and may also replace letters that are far removed” (Aljawaliqi, 1998, p.7). Moreover, (dirham) “is a loanword that was used by the Arabs in ancient times” (Ibid., p. 76). As for (muhandis), it is derived from (hindaz), which is Persian, and the letter zay became a sin letter because there is no zay after a dal letter in Arabic” (Ibid., p.166).

Loanwords are part of the growth and development of the Arabic language, adding new words that are unknown to its speakers.

4.2.3.5. Modern words and scientific terms

Al-Mumtaz is considered one of the best modern dictionaries, which is why its author, Moumni, was keen to include modern words specific to the modern era. The most important modern vocabulary and scientific terms included in Al-Mumtaz are:

-Modern words:

Word	Meaning	Page
Telescope	A device that brings distant objects closer	66
Telegraph	A device for transmitting messages from one place to another	66
Telephone	A voice that can be heard without seeing the speaker	374



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The modern words included in Al-Mumtaz included the names of modern devices invented in the modern era, such as: (airplane, television, car...), as well as words that appeared in this era, such as (hotel, press, radio...), The emergence of new words “This happens out of necessity and is related to scientific terms, inventions, and the like. Any material or conceptual innovation in any field requires new names and words to describe it. This may happen by borrowing from other languages, which the ancients called borrowing, such as the words telegraph and telephone...” (Loushan, 2006, p.59).

-Scientific terms:

Al Mumtaz content included some scientific terms in various disciplines, including:

-Medical terms:

Term	Meaning	Page
Injection	Medicine for a patient	98
Germs	Microscopic organisms	77
Thermometer	A device for measuring body temperature	323

-Terms in linguistics and literature:

Term	Meaning	Page
Rhetoric	Speech	58
Story	Tale	281
Tragedy	Play	64

The dictionary is rich in scientific terms other than those we have mentioned, including words specific to philosophy, mathematics, history, and other fields.

4.2.3.6. Words that have taken on new meanings

These are words whose meanings have changed over time. Examples include:

Word	Meaning	Page
Germ	Microscopic organisms	71



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Harem	Women	92
Purity	Chastity	212

Words have changed with changing circumstances in life. Some words have died out and become extinct, while others have taken on new meanings. This is called semantic change, as in the word “germ”: “Germ originally meant ‘origin,’ so when I say ‘the germ of Islam,’ (Ibid., p.57). I mean the origin of Islam.” Then its meaning changed to “microscopic, single-celled organisms that are spherical, organic, or spiral in shape” (Moumni, Al-Mumtaz, p.77).

The word “harem” used to refer to all forbidden things, but now it refers to women. As for “purity” “was a general term used to refer to cleanliness,” (Loushan, p.57) as mentioned by the author in Al-Mumtaz, but it became specialized and came to mean circumcision.

These words underwent a semantic change in meaning, but the author of Al-Mumtaz did not elaborate much on their explanation.

Conclusion

The school dictionary is one of the most important basic references for students to eliminate confusion and ambiguity, as it makes it easy for them to understand the meaning without much effort, as well as broadening their culture and introducing them to new words.

Al-Mumtaz dictionary is one of the most important dictionaries compiled in the modern era. Prepared by Issa Moumni, it includes a huge number of Arabic vocabulary words, explained in a simple way that takes into account the cognitive and mental level of young learners.

- The definitions in Al-Mumtaz are simple and clear.
- It is well printed and produced, with large fonts, colors, and illustrations.
- Its alphabetical approach is based on the principle of root words.

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