# Why Should Bilingualized Dictionary of Turkish Be Used in Teaching Turkish as a Foreign Language?

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**Abstract:** The first person to learn Turkish as a foreign language is a Chinese woman writing Turkish love letters for her exiled husband in the 4th century. However, we do not know much about how this woman learned Turkish. The known history of teaching Turkish as a Foreign Language goes back to the first concrete material produced for this process. They are usually bilingual dictionaries and the oldest one was written in the 11th century. It is therefore more accurate to say that teaching Turkish as a Foreign Language has a history of nearly a thousand years. The changing educational paradigm since the 20th century has deeply influenced the teaching of language, which was previously carried out in accordance with the grammar – translation method. And, dictionaries ceased to be the main device for language teaching and became a source of complementary materials in learning environment, which has necessitated their re-regulation. Yet, Turkish dictionary authors continue to maintain old habits and produce classical bilingual dictionaries. The bilingual dictionaries, proven to be more helpful on second language teaching, have been used across the world from the 1980s onwards. In this paper, the history of the teaching Turkish as a Foreign Language is briefly explained by taking into consideration the resources used in the second language teaching and then answers are given to the questions "Why should bilingualized dictionaries be used in the teaching Turkish as a Foreign Language" and "How should two bilingual dictionaries be prepared?".

**Keywords:** *Teaching Turkish as a foreign language, bilingual dictionaries, microstructure, and macrostructure.*

## Introduction

The first records we have today which mentions that the desire to learn a second language and the activities that respond to this request are quite intense, in the regions where the Turks live. Turks have been both eager to learn neighbourhood languages and the languages of important cultures, and to teach their languages to others. The first epitomes of the learning Turkish by foreigners dates back to the 4th century. In this century, "a Chinese woman wrote a love letter in Turkish (Hui language) to her exiled husband on the Turkish border between 350 and 394 AD. The fact that this Chinese woman knows Turkish reveals the possibility that other Chinese and perhaps other intellectuals from other nations also learned Turkish" (Cifci, 2006, p. 81). However, there is no information on how this took place. The first concrete example of the teaching of Turkish is the Divan Lugati't-Turk. Even though this work is not a direct course book, it is aimed at showing and teaching Turkish vocabulary to Arabic people. It is written in the 11th century in the geographical area where Iraqi is located today. It is a dictionary as its name implies. The Turks began settling in the region in the 7th century. Over the time, their power and their influence increased, they took control of this land. For example, the Mamluk State which was founded in 1250, was a state that controlled the whole of the Middle East and was in central Egypt and the rulers were Turkish. They continued to govern the region until 1517, when the regimen was left to the Ottoman State. Mamluks were Turkish. The Ottomans who took over the regimen were also Turkish. Thus, from the 13th century to the 20th century, Turkish was the official language in this geographical region (in the Middle East) whose people were Arab. People therefore had been very interested in learning Turkish and the Turks had taught their language intensively as well. The works written in this teaching process were different from the classical dictionary or the book of grammar. These sources serve as both a grammar book that explains the rules of the Turkish language and a dictionary that packs the wordlists (Baskin, 2012a, p. 24). Agar (1989, X-XI) falls into two categories the works written in the time of the Mamluk state (1250-1517), which are important in terms of Turkish language history, Turkish education history and Turkish lexicography:

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*a) The extant works*
*Bulġatu'l-Mustāḳ fi Luġati't-Turk ve'l-Ḳifcaḳ*
*Ed-Durretu'l-Mudiʿa fi Luġati't-Turkiyye*
*Envāru'l-Mudia*
*El-Ḳavaninu'l-Kulliyye Li-Žabti'l-Luġati't-Turkiyye*
*Es-Suẕuru'ẕ-Źehebiyye ve'l-Ḳiṭaʿi'l-Aḥmediyye fi'l-Lugati't-Turkiyye*
*Et-Tuḥfetu'ẕ-Ẕekiyye fi Luġati't-Turkiyye*
*Ḳavāid-i Lisāni't-Turki*
*Kitāb-i Beylik*
*Kitābu'l-Idrāk li-Lisāni'l-Etrāk*
*Kitāb-i Mecmūʿi Tercuman-i Turki ve ʿArabi ve Muġali ve Fārisi*

*b) The works we know from reliable sources of existence*
*Halyu'l-Mulk Kitābu'l-Efʿal*
*Nādiru'd-Dehr ʿAlā Meliki'l-ʿAsr*
*Tuḥfetu'l-Mulk*

*El-ʿUmdetu'l-Ḳaviyye fi Luġati't-Turkiyye Zehru'l-Mulk fi-Naḥvi't-Turk*

The common aim of all these works and all unknowns are to teach Turkish to foreigners (Arabs). As might be understood from the expressions in the foreword of *Es-Suzuru'z-Zehebiyye ve'l-Kitaʿi'l-Ahmediyye fi'l-Lugati't-Turkiyye* Turkish was widely taught as a second language in and around Egypt. According to this foreword, wealthy people hired private tutors called mudarrises to teach Turkish to their children, and these mudarrises wrote books on teaching Turkish for especially wealthy children whom they taught and for everyone to get benefit from them. For example, Bin Muḥammed Salih, the son of the head kadi in Egypt, gave the name of Ahmetto the book devoted to him (Es-Suzuru'z-Zehebiyye ve'l-Kitaʿi'l-Ahmediyye fi'l-Lugati't-Turkiyye). But in the foreword he made it clear that his intention was to create a work that could be used in the education of all Arab children. The author's expression "Our book was prepared primarily and personally (to Arab children) to teach Turkish " shows that the work was done on purpose and by planning (Baskin, 2012b: 383). However, the book is in the form of word lists gathered around linguistic rules. Thus, it consists of 4 main parts and various sub-sections belonging to these parts: derived words (infinitive, imperative, etc., nouns (organ nouns, directions, fruit etc.), parts of speech (pronouns, sign nouns, prepositions, numbers, etc.), common words in Turkish and Arabic. Besides teaching Turkish to Arabs in the Middle East, it is also used to teach Turkish to other nations that having established relations with the Turks in the north of the Black Sea at the same time. *Codex Cumanikus*, one of the most important works reaching today, was written in the late 13th and early 14th centuries. This work is a book written for the purposes of both teaching Turkish as a Foreign Language and contributing the spread of Christianity among the Turks (Kipchaks) in the north of the Black Sea (Argunsah, 2014a: 635). The book is a dictionary, grammar and religious-contented work written in the Latin alphabet. One Italian, the other is composed of two parts called the German section. The Italian section is 55 sheets (110 pages) and the German section is 27 sheets (54 pages). The Italian section is a Latin-Persian-Turkish (Kipchak) dictionary. The purpose of the work is to facilitate relations between Persians and Kipchaks and Latin-Italian-speaking Italian traders who trade with the Golden Horde State, where the commercial language is Persian and the State of Ilkhans in which the trade language is Kipchak in daily life and trade. The target group is the Italian merchants in the work. They were able to easily communicate with and trade with both Persians and Turks (Kipchaks) thanks to the Persian and Kipchak language they learned from the dictionary, which has a rich vocabulary about trade as well as daily life. The aim of the German section is to spread the Christianity among the Turks (Kipchaks), it contains the basic beliefs, sermons and sights of this religion (Argunsah, 2014b: 90-91). By the time Codex Cumanikus was written, Anatolia was becoming a new home for Turks. Therefore, more emphasis was given to the teaching of other languages (Persian, Arabic, etc.) in terms of second language teaching in the region. However, sources such as *Hilyetu'l-Insan and Heybesi al-Lisan*, also known as *Ibnu Muhenna Lugati* for the teaching of Turkish to foreigners, clearly show that Turkish was taught to foreigners. In this work that consists of three parts including Persian, Turkish and Mongolian words, features related to Karahanlica, Azerbaijani and Turkmen which are the dialects of Turkish take place, as well. There are also parts of the linguistic section and daily life related words. This work, which is organized in the form of a dictionary, aims at teaching Turkish for practical purposes in terms of including the words related to daily life. Yet, it also includes many art terms. Therefore, it was also used in literary Turkish teaching (Bayraktar, 2003). During the period of Harezmshahs (11th-13th centuries), a Turkish-Islamic state founded by Kutbeddin Muhammed Harezmshah in the Harezm region in Central Asia, many works on Turkish teaching were written. For example, *Tibyanu'l-Lugati't-Turki ala Lisani'l-Kankli* was written by Semsuddin Muhammed b. Kays-i Razi. This work, which also shows the governing power of the Kankans, a Turkish boy who lives under the rule of Harzemshahs, is a dictionary prepared to teach Turkish to foreigners (Oz, 2009: 43). In this period, also works in Europe, which aims to teach the vocabulary of Turkish language, began to be published. The works in Europe are important not only for the history of Turkish teaching but also being able to explain the subjects for the phonetic of Turkish since they are in Latin alphabet. It could be said that if these works, which were not much emphasized, were taken into account (Olmez, 1998: 109) in Middle Asia, North of the Black Sea, Middle East and Europe during just the

Middle Turkic period (11th-15th centuries) Turkish had been taught by dictionaries. After the 15th century, the most powerful state in the world was in the regimen of the Turks. In the Ottoman Empire, which spread over three continents, the rulers were Turks. Turkish was spoken in the palace and government offices. However, within the borders of the state there were many nations, from Slavic Bulgarians to Arabs to Persians. Although these natives' own mother tongues had never been denied, they had to learn Turkish to get service from or to be in any position within the state. The most glaring examples of later learners of Turkish language in this period are the children selected for the Janissary school. These were generally chosen among the Balkan nations, the non-Muslim and the young who do not speak Turkish. Education of these soldiers, one of the most important military forces of the state, started with Turkish teaching. In addition, it is known that minorities, later groups of Muslims, those who want to establish political, cultural and economic relations with the Ottoman learned Turkish. Yet, In the 16 - 19th centuries when the Ottoman Empire was powerful, Turkish language was respectable and it was desired to be learned by almost everyone like today's English. Therefore, many works on teaching Turkish were produced. For example, between 1709 and 1908, only in two hundred years, 17 different Turkish teaching books were prepared for British who could not speak Turkish. Only one of these books (Elias Riggs' Outline of a Grammar of the Turkish Language) was published outside London (in Istanbul). These works, which are a demonstration of Ottoman-British relations and English interest in teaching Turkish, are:

1. Thomas Vaughan (1709). Grammar of the Turkish Language

2. Arthur Lumley Davids (1832). Grammar of the Turkish Language

3. Charles Boyd (1842). The Turkish Interpreter or a New Grammar of the Turkish Language

4. William Burckhardt Barker (1854). A Reading Book of the Turkish Language

5. William Burckhardt Barker (1854). A Practical Grammar of the Turkish Language; With Dialogues and Vocabulary

6. James William Redhouse (1855). The Turkish Campaigner's Vade-Mecum of Ottoman Colloquial Language

7. Elias Riggs (1856), Outline of a Grammar of the Turkish Language

8. Edwin Arnold (1877). A Simple Transliteral Grammar of the Turkish Language with Dialogues and Vocabulary

9. Frank Lawrence Hopkins (1877). Elementary Grammar of the Turkish Language: With A Few Easy Exercises

10. Abu Said (1877). Turkish Self – Taught or the Dragoman for Travelers in the East, Being a New Practical and Easy Method of Learning the Turkish Language

11. Charles Francis MacKenzie (1879). A Turkish Manual Comprising a Condensed Grammar with Idiomatic Phrases, Exercises and Dialogues and Vocabulary

12. Charles Wells (1880). A Pratical Grammar of the Turkish Language

13. James William Redhouse (1884). A Simplified Grammar of the Turkish Language

14. Charles James Tarring (1886). Turkish Grammar

15. Anton Tien (1896). A Turkish Grammar, Containing also Dialogues and Terms Connected with the Army, Navy, Military Drill, Diplomatic and Social Life

16. V. H. Hagopian (1907). Ottoman Turkish Conversation Grammar

17. V. H. Hagopian (1908). Key to the Ottoman - Turkish Conversation – Grammar (Sahin and Yesilyurt, 2017: 105-106).

Likewise, there are many works written to teach Turkish to Russians, Greeks, Serbs or Persians. For example, After French missionary Holdermann's 1730 publication of *Grammaire Turque ou Méthode Courte et Facile Pour Apprendre la Langue Turque* was translated from French to Russian in 1776 and 1777, more than twenty Russian texts on Turkish were published (Ozcam, 1997: 143).

Until modern times, Turkish books on foreign language teaching are often referred to as grammar-dictionary. The reason is that they become a composition of both kinds (dictionary and grammar books). For example, it is composed of four sections, *Es-Suzuru'z-Zehebiyye ve'l-Kita'i'l-Ahmediyye fi'l-Lugati't-Turkiyye*, written for the Turkish teaching to the Arabs. In the first section, conjugations and those derived from verbs, in the second section, nouns (animals, fruit, vegetables, colours, metals, minerals, earth, etc.), in the third section, the adverbs, prepositions and phrases, in the fourth section Turkish and Arabic common words and final exercises are included. The final exercises consist of practical phrases about everyday life ("Let's go to the bazaar," "Let's get permission from your mother," "Received a

gift," etc.) (Baskin, 2012b). Similarly, after the grammatical subjects such as exclamation, noun, adjective, pronoun, verb, adverb, prepositions, prepositions, conjunctions and times were explained with examples in *Grammar of the Turkish Language* written for teaching Turkish to British people , a dictionary in English and Turkish was included. Here, the days of the week, the months, the stars, the parts of the body, the various professions, the fishes, the trees, the animals, the fruits, the vegetables, the colours, the metals, the minerals, the earth, the shipping, the military, the towns, the food, the drink , precious stones, acts, countries, sovereignty, nations, etc. word lists belonging to concept fields are given. In the last part of the book, practical cues about daily life are given (Sahin and Yesilyurt, 2017: 107). In the east, Kitab-i Zeban-i Turki that was penned in Jagatai field in the 17th century is a Chagatai (Turkish) Farsi dictionary. This book is also both a dictionary and a grammar book, such as *Es-Suzuru'z-Zehebiyye ve'l-Kita'i'l-Ahmediyye fi'l-Lugati't-Turkiyye* and *Grammar of the Turkish Language* (Caferoglu, 2000: 226).

Other Turkish teaching books are more or less similar in form. In Anatolia where the Turks lived, about forty books on grammar were written until the last years of the Ottoman period, following the grammar book *Muyessiretu'l-Ulum* written by *Bergamali Kadri* in the 1530s. However, the number of works designed as a dictionary form for language teaching is much higher. These are usually bilingual. Sometimes it may have three or more multi-lingual. "The dictionaries in Anatolia were originally verse in shape. The purpose of these writings is to teach the Persian and Arabic, which is necessary for Turks, more easily in this way. Thus, in the tradition and the history of Turkish lexicography, the tradition of writing Persian-Turkish, Arabic-Turkish, Persian-Arabic-Turkish dictionary in verse style began from 15th century to 19th century. This verse dictionary tradition reached to the preparation of Turkish-Greek, Turkish-French, Turkish-Bulgarian, Turkish-Armenian dictionary in 19th century" (Yavuzaslan, 2009: 12).

After the first verse dictionaries in the field of Anatolia, the number of dictionaries penned in both verse and prose styles increased steadily; Persian-Turkish, Arabic-Turkish hundreds of dictionaries were penned by Turkish scholars using Arabic and Persian dictionaries as sources. The need for dictionaries for Arabic and Persian lessons increased in medresses established in the territories conquered by the Ottoman state, so bilingual dictionaries began to be become prevalent in all Ottoman lands including the Balkans (Yavuzaslan, 2009: 12). Rather, the poet, the lecturer and the members of the class of ilmiye (science) were interested in teaching Persian. The dictionaries in prose were penned by the science class; the dictionaries in verse were penned by the poets. The dictionary in verse was taught to children and adolescents at age of education, according to their age and educational level. Those who took language education were taught first in Persian, then in Arabic. Persian-Turkish, Arabic-Turkish and Arabic-Persian-Turkish dictionaries were available. Younger people benefited from dictionaries that are more prosaic. Verse dictionaries were for those interested in literature and especially poetry (Oz, 2009: 51). Some dictionaries contain a section on Persian grammar. A section on grammar is included in the thirty-one of seventy-four dictionaries written in prose form and in four of eighteen dictionaries printed by old letters. A significant portion of the dictionaries prepared in the fifteenth and sixteenth centuries, very few of the dictionaries written in the seventeenth and eighteenth centuries contain grammar subjects (Oz, 2009: 65). This also applies to other people who are outside the regimen of the Ottoman Empire but who are also living or managed by the Turks again. For example, Mukaddimet al-Edeb, written in the Harezm region (today Uzbekistan and its environs) at the beginning of the 12th century, is a work dedicated to Atsiz, the ruler of the Harezm State by Zamahshari. This book is a practical book for those who want to learn Arabic. The first two sections (nouns and verbs) of this book are composed of five parts; nouns, verbs, verb conjugation, noun suffix and letters. The other parts are related to the rules of grammar (Ilmammedov, 2014: 550). Yet, during the Seljuk period, because the language of the state was Persian, the people learned Arabic and Persian in madrassas in this period (Ercilasun, 2007: 433). This situation brought along spreading much the writing of dictionaries and books including Arabic and Persian (Turk, 2012: 36).

Whether it is learning a language other than Turkish in the regions governed by the Turks, or learning Turkish as a foreign language, language education was based on rule and vocabulary memorizing depending the conditions of the period up to the 20th century. Therefore, "mostly bilingual dictionaries in the form of foreign language to Turkish," (Yavuzarslan, 2005: 186) or at least some from Turkish to foreign language (Arabic or Persian) bilingual or tri-lingual dictionaries were produced. By the 21st century, the method of language teaching has changed. There is no teaching based on memorizing words and rules anymore. As a result, dictionaries arranged in word and rule lists are no longer functional. Instead, they should be based on scientific research of language teaching, centering on the student and providing them with easier language learning. However, word lists are usually processed in the form of word-to-word, although many dictionaries have been produced by the Turkish language as the source language today. So these dictionaries resemble their ancestors. It does not only contain rules of grammar. In these works, the origin is often given not the explanation of a word on the source but the target. Therefore, students are faced with a number of problems in their foreign language learning and, naturally, in their learning Turkish as a foreign language. For example, there is probably no exact antonym of a word in the target language. There is little difference in meaning or use. How will this be understood? Also, how do you know what meaning is meant in polysemous words? This and many other similar problems make it difficult to use bilingual or multilingual dictionaries. Realizing the case, the trainers coming out of Turkey, have developed specially designed dictionaries to foreigners in order to better teach their own language. However, this dictionary is yet little known in Turkey. Therefore, while foreigners are learning Turkish, even Turks cannot benefit from the available dictionaries when they learn a foreign language.

**Methodology**

*Purpose*

Classical bilingual dictionaries are still used in the teaching of Turkish to foreigners. The bilingual dictionaries, one of the earliest examples of the dictionary, have diversified over time in parallel with the accepted understandings of modern language education, and in the 1980s they embarked on a whole new style. It has been proven that this new adaptation is more efficient in learning a foreign language. However, the transformation process of this dictionary has not yet been realized and bilingualized dictionaries have not been produced. The main purpose of this study is to show the dictionaries used in the teaching of foreigners in the course of history and show the necessity of bilingualized dictionary.

**Findings / Results**

The previous studies, written dictionaries and other sources related to this topic have been scanned to list the dictionaries used in the foreign language teaching of the Turkish people from the past, to describe their effect in the education process and to describe the need for a new dictionary. The obtained data are put together in a systematic way and the features of the reference sources to be used in teaching Turkish as a Foreign Language are shown by considering the dictionary types used in modern language teaching.

*Why should bilingual dictionaries be used in the teaching of Turkish to foreigners?*

People have always needed to learn the rules of their own language or other languages. In accordance with this need, grammar or dictionaries of the writing languages have been written from the invention of the writing to the present (Eminoglu, 2011: 118). The works that study these two concepts have changed in parallel with the developments experienced in the process. The Republic of Turkey has entered a rapid modernization process right after the foundation. Naturally, education has gone through a series of changes in understanding and material. A glaring example of this is the letter revolution that took place in 1928. The alphabet revolution is a good example of one of the newly established Turkish states heading west. After this revolution, in the books written for language education, it was asked to take samples of the works in the west and a working group called *Turkish Dili Encumeni* prepared a 69-page grammar book about Grammar (Concise Turkish Grammar). This book is the first Turkish grammar book written in new letters (Ozcam, 1997: 130). After this book, many works have been written to meet the varying needs of the students in grammar books. So that, after *Muyessiretu'l-Ulum* written by Bergamali Kadri in 1530, 46 books of Turkish grammar books had been written until 1928. From 1928 to 1938, 64 books of Turkish grammar books were written in a ten-year period (Ozcam, 1997: 125-132). These books were produced in time for modern language education. For example, New Turkish Grammar Lesson 1, published in 1933 by Mithat Sadullah Sander in Istanbul, is a book of grammar taught by the Ministry of National Education in elementary school, junior high school and high school. The subjects covered in the work have been processed in a very simple way, as if the work was a textbook. Firstly, the topic of grammar is explained, then appropriate exercises are given. It is generally thought that students will apply the learned subject on a piece of paper. In addition, abundant examples have been shown about the subjects covered, including selected texts from the authors of the period (Ozcam, 1997: 132). This modernization process has contributed positively to the teaching of linguistics and to the grammar. Even in the 2000s, grammar has been removed from being a separate learning field and accepted as a sub-field for developing language skills. This is the second modernization of mind-set in the history of republic in terms of teaching of grammar. But the same thing can not be said for dictionaries prepared for language teaching. Neither in the early years of the republic nor in the dictionaries prepared for the teaching of Turkish in the year 2000, a modernization has been fully realized. For teaching Turkish as a Foreign Language in Turkey it is still used bilingual dictionaries. They need a fundamental change in accordance with modern language teaching.

In the world, bilingual dictionaries are still used in foreign language teaching. However, bilingualized dictionaries began to be used in modern foreign language teaching since the 1980s. This dictionary type has emerged in Europe and in countries where English is generally taught as a foreign language. The sources use three different terms for this dictionary: semi-bilingual, hybrid / bilingual and bilingualized. The latter, bilingualized meaning, has an additional meaning that the verb is produced as an adaptation of a monolingual work as well as the use of two languages in terms of semantic science. So, the dictionary reflects the type better than the other two terms. Because the hybrid dictionary has been used historically to denote a large number of mixed-type reference works such as encyclopaedic dictionaries. The semi-bilingual term also refers to the source and target languages but makes a feeling that something is missing. Nowadays, although these three nomenclatures can be used instead of each other, the bilingualized term is more common (Lew, 2004: 12).

The English-English-Hebrew Oxford Student's Dictionary for Hebrew Speakers, published in 1986 by Kernerman and Kahn, is considered to be the first example in the world of the bilingual dictionary (Lew, 2004: 12). This dictionary is based on the work of the Oxford Student's Dictionary in the introduction to the Amazon online shopping environment, where all the entries are conveyed to Hebrew after the simple English expressions are explained, and many of the items are defined as useful examples. The explanations here show how the bilingual dictionary is produced, what it is based

on and what it contains. This dictionary type is based on a student dictionary first. After the entries are preserved in their own language, they are transmitted in a common language (eg English). Thus, both the source language is preserved and this source language is made to be understood by a wide audience. "That is, a bilingual dictionary is a mixture of a bilingual dictionary and a student dictionary. They define the terms in the same way as the student's dictionary and complete the definition with a translation (sentence or short text, which is a means of identification). Sometimes only the definition text is translated "(Humblé, 2001: 37). Definitions remain as they are. The differences in the ways in which definitions and examples are handled yield two bilingual dictionaries prepared in different ways. Cuilian, (2010: 4) divides them into two half-bilingulized and bilinguized dictionaries. Half-bilingual dictionaries do not have definitions or examples. However, in bilingual dictionaries, the definitions of the headwords and the examples of the wording are adapted to the second language. This translation and adaptation work can be done either by the producers of the dictionary or by the others interested in it. For example, the Middle School Turkish Dictionary, prepared by a commission and published by Turkish Language Institute is able to be transferred to Arabic, English, and Persian etc. This transfer can be done either by the authors themselves or by other experts appointed by the Turkish Language Institution, as well as by an independent academician or translator who knows both languages well. Such a work, for example, on bilingualized with Arabic language can provide a great benefit for Arabic students who are in the age of education in Turkey and have problems in the Turkish language learning and adaptation to school, and naturally for their school attendance.

According to Hartmann and James, bilingualization is the proper bilingualization of a monolingual reference work through translation. Bilingualized dictionary entries are based on a monolingual dictionary that is translated in whole or in part into another language. Such adaptations stemming from the needs of foreign language teachers and learners have a long history. But the most known are A.S. Hornby's Oxford Advanced Learner's Dictionary of Current English is a series of Passwords published by Kerneman in Israel for several languages by bilingualized form for speakers of Chinese and other languages. Other types, such as picture dictionaries and large dictionaries, have also been bilingualized. The resulting works combine the properties of the monolingual dictionaries (such as definitions on the target list) with the properties of the bilingual dictionaries (the translation of the equivalents of the headings and / or samples). This combination benefits the user, especially in reading and coding (Hartmann and James, 1998: 14). The bilingual dictionaries combine the definition provided in the monolingual dictionaries, the use sample and the grammar features, and the bilingual lexicographical lexicon in the native language (Cuilian, 2010: 4).

According to Cuilian (2010: 5), the main point about whether or not dictionaries are useful is whether the dictionary should help to understand and keep a word on the target. In many experiments with bilingual dictionaries, they were more successful in this respect than the other dictionaries. For example, the results of Laufer and Hadar's research in 1997 can be summarized as follows:

- When the effectiveness of dictionaries in terms of foreign language learning was evaluated, almost all of the highest scores were obtained when "bilingualized dictionaries" were used. This applies to all participants in understanding the newly learned word.

- Bilingualized dictionaries are significantly better in terms of word comprehension than the other two dictionaries (monolingual, bilingual) and monolingual dictionaries in terms of using words. The "upper" and "intermediate" users in the use of learned words achieved higher scores using bilingual dictionaries.

- The combination of monolingual knowledge containing the definition and examples translated into the student's native language (bilingual dictionaries) tends to give the best results (Laufer and Hadar, 1997: 195).

Another study on the effectiveness of the dictionaries belongs to Raudaskoski (2002). He asked twenty Finnish middle school students to complete translation assignments which are from English to Finnish in eight, from Finnish to English in eight, without the help of a dictionary, and then using one of two different dictionaries. Raudaskoski has seen that the performance of bilingual dictionary users is more than the performance of bilingual dictionary users in two ways of translations. This finding overlaps with those obtained in previous studies (Laufer and Hadar, 1997). This success of the dictionaries has made them very popular. For example, Oxford Advanced Learner's English-Chinese Dictionary (OALECD) and Longman English-Chinese Dictionary of Contemporary English (LECDCE) received positive responses from Chinese students learning English in Hong Kong and achieved high sales figures (Thumb, 2002: 1).

Thumb, summarizes the advantages of bilingual versions of English student dictionaries by quoting from Nakamoto (1994) in the following subjects:

• The user completes the second definition of the translation in the mother tongue if it is not reasonably certain.

• The equivalent of translation in the native language corrects the misunderstanding when the user misunderstands the definition on the second line.

• The equivalent of translation in the native language makes it easier for the user to understand the word in second language and allows the correct meaning to be conveyed.

• The equivalent of translation in the native language eliminates the disappointment of the user's need to know the main language translation psychologically.

• The user is prevented from synchronizing the equation between the mother tongue and the second language one to one. Thus, the meaning can be clearly expressed in nuances.

• Any user can access the same, original monolingual dictionaries. For example; Japanese learners of English and Hebrew learners of English can each use a bilingual version of the same monolingual student dictionary (Thumb, 2002: 37-38).

As a result, the bilingual dictionaries combine the synergies of the two spoken languages (monolingual and bilingual) into a single dictionary, revealing the target language. In these dictionaries, each entry has a description of the target language and its translation in the main language. In other words, such dictionaries contain more information than both monolingual and bilingual dictionaries. Bilingualized dictionaries offer the user the ability to use both languages together to choose which explanation, feelings of anxiety, or reinforce what they learn, whichever level feels more comfortable. Therefore, it is determined that there are important contributions to foreign language teaching. Today, there are bilingual dictionaries of languages such as French, Spanish, Italian, Portuguese, Arabic, Greek, Polish, Czech, Slovenian, Chinese (Mandarin), Estonian and not just for English. In order to be able to compete in the field of second language education Turkish with other world languages, bilingualized dictionaries should be produced urgently.

*How should the bilingual dictionaries of the Turkish language be?*

When users refer to a printed dictionary, they come across a large structure that contains many elements such as forewords, abbreviations, word lists, descriptions, country flags, specially crafted lists. But most of the time they are only interested in word lists and their descriptions. They do not look at other parts of the verb. The dictionary is then used as a reference work, the word lists that the users need, and the descriptions of these lists to the users' expectations, dictionary usage skills, should be prepared accordingly. In this case there are two basic problems with word lists: which words should be listed? It is also possible to call it "what lemmas should be made in the dictionary?". Secondly, how should the lemmas be placed in the dictionary? The first question is simple. Dictionaries should contain appropriate words for educational level. For language students at level A1, they will need a list of words at level A1. Adding more to the dictionary will make the dictionary useless, The dictionary should include necessary information on demand without flooding them too much irrelevant material. It will cause to lose time searching for a word, and perhaps to be alienated from the dictionary. Therefore, while teaching Turkish as a foreign language, it is important to prepare different dictionaries for each course and to write the appropriate words for that course as per article. However, Turkish does not yet have a corpus classified according to education level. There is not enough knowledge about which word should be in A1 and which should be in B1. This makes it difficult to write Turkish teaching vocabulary for foreigners. The dictionaries prepared do not consider any level of education. So they are useless. The problem with how to organize the vocabulary lists in the dictionary should be overcome by considering the modern dictionary conception principles. In modern lexicology, the hierarchy of lemmata existing in the dictionary is either alphabetical or arranged according to semantic relations. It is possible to see examples of these two regulations in modern language education. In the dictionaries prepared for preschool periods, the words included in the dictionary are generally classified by their semantic relations. In these dictionaries, vehicles, officers, vegetables, animals, etc. sections with titles. However, the dictionaries prepared for the school period are usually alphabetical. Individuals who learn a foreign language should be addressed with alphabetical dictionaries as they have a certain level of literacy. Then the following result can be reached. Alphabetical vocabulary (A1, A2, B1, B2, etc.) prepared by considering the educational level of the students are needed for the teaching Turkish as a Foreign Language. Dictionaries should not be very voluminous and should not contain more than one language level. It is important that individuals who learn a new language do not get lost in the crowded word lists and find the words they want quickly.

There is another important issue in the dictionary that will be prepared for teaching Turkish as a Foreign Language as well as lemma selection and their arrangement. It is also the information to be given about a word that is made lemma. There can be many components of this information. For example, spelling, pronunciation, etymology, morphology, linguistic knowledge, meaning, descriptive examples, pictures and quotations, etc. inputs in the dictionaries are just a few of these. Hartmann and James (1998: 41) refer to the epicenter of these types of information as microstructures of the dictionary. In a dictionary to be produced for the teaching of foreigners in Turkish languages (in a bilingual dictionary), the microstructure should be regulated A1, A2, B1 etc., language education levels. In the microstructure dictionary, authors may include a number of linguistic elements in relation to the lemma. But for an individual at level A1, most of this information does not go beyond confusing and making it difficult to use a dictionary. For this reason, it is necessary to include in the linguistic inputs necessary, such as A1, for a student at a basic level, an example of a word made of substance, a lemma embodying the meaning given by the student in the mother tongue or a known utterance. Since it is a language that is read as written in Turkish, there is no need to write the pronunciation of the words that are the lemmas. Again, the basic meanings of very meaningful words should be written, and the other meanings should be added to the dictionary as the level of education increases. For example, in the Turkish dictionary, which is a

monolingual general dictionary, the word "to come", which has 36 different meanings, should only have the meaning of "reach, arrive" in the A1 level dictionary. Others should be ignored.

## Discussion and Conclusion

When we look at the bilingual dictionaries in the world, it can be seen that these works originate from the attempt to bridge the gap between bilingual and monolingual works. The gap there is due to ongoing debate about which dictionary type is a better educational device for foreign students. Many educators, such as Underbill (1985) and Atkins (1985), have argued that for many years students should be encouraged to use monolingual dictionaries rather than bilingual dictionaries. On the other hand, foreign language learners tend to use bilingual dictionaries prepared by traditional methods, and they are not very pleased with the use of monolingual dictionaries (Thumb, 2002: 33-34). Bilingualized dictionaries consider these two situations. So they are a special blend that combines monolingual and bilingual dictionaries into a dictionary and brings together the best features of both lines. This is one of the popular ones. This mixture (bilingualization) can be done in two different ways: partial or full bilingualization. In partly bilingualization, all the linguistic elements (lemmas,information categories, origin, definition,etc.) in the field are conveyed to the second language only when the lemma and its definition are transferred to the second language. Harrap's English Dictionary for Speakers of Chinese, for example, was partly adapted from the Easy English Dictionary. In this work, only the main meaning of each lemma is translated. Other English definitions and examples are untouched (Thumb, 2002: 36). Besides, Longman and Oxford publishing houses in Hong Kong produced full bilingual dictionaries. In these works all linguistic elements have been translated into Chinese, without distinguishing the lemma, the definition or the example of the testimony (Thumb, 2002: 36). Both methods have their own pedagogical purposes and benefits. Partially bilingualization helps learners read, understand, and prepare new codes correctly, especially in translation, especially in translation, while bilingualizing learners to understand the target information and make them curious.

The bilingual dictionary of the Turkish language should be in this way (A1 level considered):

baba a./n. cocuk sahibi adam. - A man in relation to his child or children, father.

*Ben babami ozledim, arayacagim. I missed father. I will call him.*

gelmek f./v. (Bir sey veya kimse) Konusana gore uzak bir yerden daha yakin bir yere dogru yol almak. - Move or travel towards or into a place thought of as near or familiar to the speaker, come.

*Pepe, dun Madrid'ten Istanbul'a geldi. Pepe came to Istanbul from Madrid yesterday.*

There are 14 different meanings of the word 'baba' given in the example in the Turkish Dictionary published by the Turkish Language Institution. However, for a student at level A1, the first meaning, which is the basic meaning, is sufficient. If the remaining 13 meanings are included in the dictionary, only the volume of the dictionary increases and becomes bulky and hubmle. The same is true for the word 'gelmek'. There are 36 different meanings in the Turkish Dictionary published by the Turkish Language Institution. 35 of them are useless except that the student at level A1 is lost in the dictionary. It should only give him a basic meaning. In the examples, care was taken to avoid giving information types that make the dictionary difficult to use and cause users to be lost in the dictionary. As it is seen in the examples, a foreign language bilingual dictionary is proposed for teaching Turkish as a Foreign Language. All dictionary entries here are transferred to the second language. In addition, such as baba-father, gelmek-come, by creating a bilingual dictionary it is presented together a monolingual dictionary's describing the lemmas *father* and *come*. In order to be more productive for foreigners who have gained a great impetus in recent years, for the books prepared in each level (A1, A2 etc.) full bilingual dictionaries should be prepared and used together.

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