

School Dictionary of the Slovenian Language on the Franček Web Portal

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Abstract. This article presents the concept of the School Dictionary of the Slovenian Language (ŠSSJ), which is being made as part of the project *Spletni portal Franček, Jezikovna svetovalnica za učitelje slovenščine in Šolski slovar slovenskega jezika* (Franček Web Portal, Language Counselling for Slovenian Teachers and School Dictionary of the Slovenian Language). The School Dictionary of the Slovenian Language, which is a part of The Franček portal, the first specialized educational lexicographic-grammatical portal for Slovenian, brings a lexicographically informed, simplified display of information adapted to the abilities and knowledge of its youngest users. This article describes in greater detail the typology of explanations of nouns, verbs, adjectives and adverbs, which also includes explanations of nouns, verbs, adjectives, and adverbs' phraseological and non-phraseological multi-word lexemes, the source for dictionary materials (together with the principles of including dictionary entries), the dictionary labels and grammatical information. Individual adjustments and simplifications are partly shown through comparison with the Dictionary of the Slovenian Standard Language (SSKJ).

Keywords: didactics, lexicography, lexicology, pedagogical language portal, explanatory dictionary, dictionary explanation.

Šolski slovar slovenskega jezika na spletnem portalu *Franček*

Povzetek. V članku je predstavljen concept Šolskega slovarja slovenskega jezika (ŠSSJ), ki je nastal kot del projekta *Spletni portal Franček, Jezikovna svetovalnica za učitelje slovenščine in Šolski slovar slovenskega jezika* (Franček Web Portal, Language Counselling for Slovenian Teachers and School Dictionary of the Slovenian Language) in prinaša leksikografsko utemeljen poenostavljen prikaz podatkov, ki je prilagojen sposobnostim in znanju najmlajših uporabnikov. Posamezne prilagoditve in poenostavitve so deloma predstavljene prek primerjave s *Slovarjem slovenskega knjižnega jezika* (SSKJ).

KLjučne besede: didaktika, leksikografija, leksikologija, pedagoški jezikovni portal, razlagalni slovar, slovarska razlaga.

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Mokyklinis slovenų kalbos žodynas interneto portale *Franček*

Santrauka. Straipsnyje pristatoma *Mokyklinio slovenų kalbos žodyno* (ŠSSJ) koncepcija, susiformavusi vykdant projektą *Spletinį portalą Franček, Jezikovna svetovalnica za učitelje slovensščine* in *Šolski slovar slovenskega jezika* (Franček Web Portal, Language Counselling for Slovenian Teachers and School Dictionary of the Slovenian Language). ŠSSJ pateikiama leksikografiškai pagrįsta supaprastinta informacija, pritaikyta jauniausių vartotojų gebėjimams ir žinioms, išsamiau aprašoma daiktavardžių, veiksmažodžių, būdvardžių ir prieviksnių paaiškinimų tipologija, kuri apima ir daiktavardžių, veiksmažodžių, būdvardžių ir prieviksnių frazeologinių ir nefrazeologinių daugiažodžių leksemų paaiškinimus, žodyno medžiagos šaltinį (kartu žodyno sudarymo principus), gramatinę informaciją ir kt. Tam tikri koregavimai ir supaprastinimai iš dalies pateikiami palyginti su Slovenų bendrinės kalbos žodynu (SSKJ).

Reikšminiai žodžiai: didaktika, leksikografija, leksikologija, kalbos didaktinis portalas, aiškinamasis žodynas, žodyno straipsnio struktūra.

1 Introduction

The *Franček* portal is the first pedagogical web dictionary/grammar portal for Slovenian, providing information on the meanings of words, their synonyms, inflection, pronunciation, phraseology, usage in dialects¹, history and etymology [Ahačič et al. 2021].² On the dictionary part of the portal, which is tailored to each of three age groups of pupils (ages 6 to 10, 11 to 14 and 15 to 18), the *Šolski slovar slovenskega jezika* (School Dictionary of the Slovenian Language; ŠSSJ), which includes around 2000 dictionary entries and is aimed at pupils aged 6 to 10, is available. With lexicographically informed solutions as regards simplified presentation of dictionary information³ tailored to children's abilities, it represents a new approach in Slovenian lexicography and differs from existing Slovenian school dictionaries both in its concept and size⁴ [Petric Žižić 2020, 391].

¹ For more on dialect information on the *Franček* portal, see [Ježovnik et al. 2020].

² The portal, which was created at the Fran Ramovš Institute of the Slovenian Language of the Research Centre of the Slovenian Academy of Sciences and Arts and is freely available online (www.franček.si), has an original design, not inspired by other language portals, and is divided into three parts: a central dictionary part (the portal's entry point with its search engine), a grammar part (*Where to find this in the grammar?*; <http://kje-je-kaj-v-slovnici.franček.si/domov>), which encompasses didactic content, and a counselling part (*Jezikovna svetovalnica za učitelje*; <https://svetovalnica.franček.si/domov>). It is also connected to the *Fran* portal (www.fran.si), which is primarily designed for adult users, and the *Besedoboj* game for smart devices as a casual way of stimulating an interest in language [Ahačič et al. 2021]. The *Franček* portal was developed in cooperation with experts in teaching and language technologies, and teachers of Slovenian in primary and secondary schools. For more on the *Franček* portal, see also [Perdih 2021a; Perdih 2021b; Perdih et al. 2021; Ahačič et al. 2022]; on the *Fran* portal, see [Ahačič et al. 2015; Perdih 2020].

³ In addition to semantic information (content, scope of all meanings, relationships between meanings), it provides information on forms, orthography and, through audio recordings, on pronunciation and stress.

⁴ "For Slovenian, four school dictionaries for different age levels of schoolchildren were created about two decades ago: *Moj mali slovar* (My Little Dictionary) [Bitenc et al. 1996], *Moj slovar* (My Dictionary) [Hanuš et al. 2000], *Moj prvi slovar* (My First Dictionary) [Šubic, Sivec 2002], and *Besede nagajivke* (Troublesome Words) [Kokalj 2002], but due to their small size and inadequacy in terms of

The concept of the dictionary is based on established lexicographic principles — its basic features are aligned with the concept of the third edition of the *Slovar slovenskega knjižnega jezika* (Dictionary of the Slovenian Standard Language; eSSKJ)⁵, which is replacing the second edition of the Dictionary of the Slovenian Standard Language (SSKJ2) and becoming a fundamental reference work that the pupils of today will later use on their own [Petric Žižić 2020, 392]. At the same time, the ŠSSJ concept has been created considering recommendations by experts on didactics and surveys completed by fifth-year students (10 years old) in class.

2 Entry list

ŠSSJ examines only standard-language lexical units.⁶ All parts of speech are examined.

The main source of materials for ŠSSJ is the *Korpus šolskih besedil slovenskega jezika* (Corpus of School Texts of Slovenian Language), which encompasses texts from textbooks, children's literature by select authors and school essay materials. The lexis examined in the dictionary is thus taken from texts that are the main source of new standard vocabulary for children at this age.

The entry list includes less commonly used lexemes that are employed in explanations and socially relevant lexical units such as *family* (and the *single-parent family* phrase), *duty*, *ecology*, *pollution*, *climate*, *consumerism*, *right* (and the *human right* phrase) etc.

2.1 Specialised words in ŠSSJ

ŠSSJ provides sample terminology from fundamental subject fields that students are expected to assimilate by the age of 10. Explanations are not definitional (the concept is not presented from the narrowly limited expert point of view). Their terminological adequacy is verified by terminological consultants.

The conceptual system of each field is (also based on textbook materials in the School Corpus as well as suggestions and comments by terminological consultants) presented as holistically as possible, in the manner it is learned in class. In addition, terminological lexis strengthens the perception of the conceptual systems of each specialised field covered by the dictionary (helping the pupils organise their knowledge in a particular field).

lexicographic solutions [Godec Soršak 2019, 280; Godec Soršak 2015] they did not fully meet users' requirements" [Ahačič et al. 2022]. On the analysis of existing Slovenian dictionaries for pupils aged 6 to 10, see [Godec Soršak 2015]; on a proposed concept for a dictionary for 6-to-8-year-old students, see [Godec Soršak 2019].

⁵ On the eSSKJ concept, see [Gliha Komac et al. 2015; Ledinek 2016].

⁶ The citations are working versions of (parts of) entries, both in terms of content and presentation.

Before the explanation, the terminological meaning of a single- or multi-word lexeme⁷ has a field label named after the school subject, e.g. IN MATHEMATICS *A point is what is created when lines intersect and what a line, line segment or plane consists of. It is drawn as a dot.*

Dictionary entries for terminological lexis are also needed to learn how to read a dictionary carefully, fostering an awareness of different varieties of the standard language. For example, by carefully reading the dictionary, the user can ascertain that instead of the word *topiti* ‘melt’ (general word), it is more proper to use its synonym *raztapljati* ‘dissolve’ or *taliti* ‘melt’ (specialised word) when referring to substances in the *science and technology* subject.

2.2 Basic lexis in ŠSSJ

The second part of the entry list consists of basic lexis (this comprises, for example, names of family members, family relations etc.), which is particularly relevant for the early years of school, while older students can use it as a tool to help with the introduction to reading the dictionary as they already know these words well.

As ŠSSJ also serves as a teaching accessory, basic lexis has been included using criteria of problem selection as well (based on issues pupils might have relating to orthography, pronunciation, inflectional patterns). ŠSSJ dictionary entries, grouped under particular issues, are linked to corresponding paragraphs of two modern pedagogical grammars, namely *Kratkoslovnica* [Ahačič 2017a] for primary school and *Slovnica na kvadrat* [Ahačič 2017b] for secondary school students, on the *Franček* portal [Ahačič et al. 2021]. Sets of entries characterised by a particular grammatical phenomenon (e.g. vowel alternation) will thus be available to users of the *Franček* portal in the WHERE TO FIND THIS IN THE GRAMMAR section [Ahačič et al. 2021; Ahačič et al. 2022].

3 Labels in ŠSSJ

Dictionary labels are added to lexical units following an analysis of the semantic properties of lexemes, as they are evidenced in the School Corpus materials, and an analysis of their context. They complement the explanation of meaning but also foster a more careful reading of the dictionary and an awareness of the distinction between the neutral and stylistically marked meanings or between the specialised and general uses of particular lexemes.

⁷ Multi-word lexemes can be divided into set phrases and phraseological units. The differentiating criterion is the expressive effect of the phrase in the text. On the definition of phraseological units, see [Kržišnik 1994, 22]. On the typology of non-phraseological set phrases, see [Petric 2018, 216]; on their treatment in eSSKJ, see [Perdih, Ledinek 2019, 127; Koncept 2015, 55]. On phraseological variation in eSSKJ, see [Meterc 2019].

The ŠSSJ labels are (like the dictionary entries labelled with a particular issue, see 2.2) linked to the WHERE TO FIND THIS IN THE GRAMMAR? section on the *Franček* portal, namely to the paragraph providing an up-to-date description of the varieties of the Slovenian language [Gliha Komac et al. 2020; Ahačič et al. 2021].

3.1 ŠSSJ includes terminological labels marking words (meanings) based on the specialised field they belong to (see 2.1). These are named after school subjects: IN SOCIAL STUDIES, IN MUSIC, IN ART, IN MATHEMATICS, IN SCIENCE AND TECHNOLOGY, IN COMPUTER SCIENCE, IN SLOVENIAN and IN SPORTS.

3.2 The expressive label EMOTIONALLY CHARGED⁸ is listed in the semantic part of a dictionary entry, complementing the description of meaning by characterising single- or multi-word lexemes according to their expressive effect in a text (such as the second meaning of the verb *cveteti* ‘bloom’: ČUSTVENO OBARVANO *Cveteti pomeni imeti zdrav in lep videz* ‘EMOTIONALLY CHARGED [...] to have a healthy and attractive appearance’). The PEJORATIVE label is used alongside explanations of meanings through which the speaker attributes negative properties to an object, e.g. *kmet* ‘peasant’ (*Kmet je oseba, ki je nerodna, neumna ali se ji to pripisuje* ‘[...] a person that is clumsy, stupid or is considered as such’).

4 Grammatical information in ŠSSJ

Headwords are listed in dictionary form: nouns are listed in the nominative singular (*pluralia tantum* in nominative plural, e.g. *možgani* ‘brain’, *starši* ‘parents’, *tla* ‘ground’), adjectives in the masculine nominative singular in the indefinite or single form (e.g. *apnenčast* ‘limy’, *bogat* ‘rich’, *babičin* ‘grandmother’s’, *beseden* ‘verbal’), and verbs in the infinitive (e.g. *braniti* ‘to defend’). All forms of inflectable parts of speech are listed in a special section, HOW DO I INFLECT THIS WORD?, on the *Franček* portal.

4.1 Information on countability tied to particular meanings

Alongside explanations of meanings in which nouns are used only in the singular, there is a symbol depicting three dice with the two- and three-pip dice crossed out (see image below). Examples: the second meaning of the *kaplja* ‘drop’ lexeme (*Kaplja je zelo majhna količina tekočine, pijače* ‘[...] a very small amount of a liquid or drink’) and the third meaning of the *žaba* ‘frog’ lexeme (*Žaba je prsno plavanje, pri katerem z rokami in nogami delamo krožne gibe* ‘[...] a kind of breaststroke swimming where you do circular movements with your arms and legs’). When the mouse pointer hovers over the limitation

⁸ The corresponding SSKJ label is EXPRESSIVE.

sign for grammatical number, a tooltip appears, explaining the lexeme is used in the singular in this meaning.



Alongside explanations of meanings in which nouns are used only in the plural, there is a symbol depicting three dice with the one- and two-pip dice crossed out (see image below). Example: the second meaning of the *gosenica* ‘caterpillar’ lexeme (**Gosenice** *so niz tesno povezanih jeklenih ploščic okoli koles, s pomočjo katerih se premikajo nekateri gradbeni stroji in vojaška vozila* ‘[...] a sequence of closely linked steel plates around wheels used for the movement of some construction machines and military vehicles’). When the mouse pointer hovers over the limitation sign for grammatical number, a tooltip appears, explaining the lexeme is used only in the plural in this meaning.



4.2 Limitation of the use of a (meaning of a) noun to singular or plural forms

If the use (meaning) of a noun is tied to singular forms, which SSKJ marks with the label *usually in singular*, this is not signified with a label; it is only implied through examples of use (e.g. in the entries *beljakovina* ‘protein’, *ekvator* ‘equator’, *hlap* ‘vapour’, *internet* ‘internet’, *podnebje* ‘climate’, *središče* ‘centre’, *vesolje* ‘space’, *vrelišče* ‘boiling point’).

Single- and multi-word lexemes that are mostly used in their plural forms, which SSKJ marks with the label *usually in plural*, have a nominative singular headword, and the limitation of the use (meaning) of the noun to plural forms is evident from the explanation, where the plural is used (e.g. **Godala** *so glasbila s strunami* [...] ‘**Bowed instruments** are instruments with strings [...]’).

5 Semantic information and information on interlexemic relationships in ŠSSJ⁹

5.1 Structure of explanations of meaning in ŠSSJ

All types of dictionary explanations in the ŠSSJ have the form of sentences, usually with the headword lexeme as the subject, which is a major difference

⁹ The content of this section was published in *Slavistična revija*, titled *Tipologija razlag v Šolskem slovarju slovenskega jezika* [Petric Žižić 2020, 391–409]. This section brings its summary, expanded by new insights.

compared to the first and second editions of the Dictionary of the Slovenian Standard Language (SSKJ and SSKJ2), the *Slovar novejšega besedja slovenskega jezika* (Dictionary of New Slovenian Words) (SNB) and eSSKJ — Dictionary of the Slovenian Standard Language, which is now in the making. In the explanations of nouns and adjectives, the subject complement is introduced by the linking verb *biti* ‘to be’ in the third person; in the explanations of verbs and adverbs, the subject complement is introduced by the third-person form of the verb *pomeniti* ‘to mean’, in line with one of the key principles of the description of meaning in dictionaries of this kind, the principle of naturalness (in the sense of mimicking spontaneous speech particularly in the syntactic structure of an explanation), see [Petric Žižić 2020, 392].

In line with the established principles of Slovenian lexicography, the explanatory (predicate) part of the sentence comprises a set of semantic features¹⁰ — the meaning of a lexeme is defined in relation to a semantically superordinate lexeme (classifying semantic feature — CSF) and is distinguished from lexemes of the same semantic kind through differentiating semantic features — DSF [Vidovič Muha 2013, 52–59].

5.1.1 Alternative explanatory types

5.1.1.1 The conditional-clause type of explanation is used for explaining verbal set phrases and phraseological units.

Explanations of verbal phraseological units and phraseological units structured as a clause (in which a component acting as the subject is mandatory, e.g. **jezik srbi koga** (lit. ‘the tongue itches *someone*’ — i.e. to be dying to say something))¹¹ have the form of a sentence with a conditional clause,¹² which has proved as the most easily understandable due to citing the typical textual environment of the multi-word entry. As it includes a finite verb form (usually third-person singular, sometimes plural), it enables a clearer demonstration of valency positions (e.g. **obljubljati komu gradove v oblakih** (lit. ‘to promise *someone* castles in the clouds’ — i.e. to promise someone the moon)), and also

¹⁰ Explanations of nouns and verbs have the form of a subordinate non-clausal phrase with a classifying semantic feature in the main part and differentiating semantic features in the dependent part [Vidovič Muha 2000, 15].

¹¹ The phraseological unit **Jezik za zobe!** (lit. ‘Tongue behind the teeth!’ — i.e. Shut your mouth!) is an exception to this rule, as it functions as an interjection; the explanation thus has the following form: **Jezik za zobe rečemo, ko želimo, da kdo ne odgovarja ali da umolkne** ‘We say **shut your mouth** when we do not want someone to talk back or we want them to be quiet’. SSKJ sometimes employs the explanation *za* + gerund (e.g. **aja: za uspavanje otroka** ‘for lulling a child to sleep’) or *pri* + gerund (e.g. **búc: pri nagajivem zbadanju** ‘during playful jabbing’) or even a synonymous imperative explanation, e.g. **ápaga: std izgini, poberi se** ‘get lost, go away’, **bàle:** (dialectal, Lower Carniolan) *pridi, pojdi* ‘come, go’ [Krvina, Žele 2017, 205].

¹² This is the so-called Cobuild-type sentential explanation, which is used in particular in dictionaries for English learners.

serves as justification for the decision to cite dictionary forms of verbal phraseological units, which students may find more difficult syntactically (e.g. **ne biti ne duha ne sluha** (lit. ‘to be no smell nor sound’ — i.e. no sign of something)). The same type of explanation as for verbal phraseological units is used for verbal set phrases in ŠSSJ, e.g. **delati družbo** (lit. ‘to make company’ — i.e. to keep company): *Če kdo komu dela družbo, pomeni, da se z njim druží, skupaj preživlja čas* ‘If someone **keeps company** with someone, it means they hang out and spend time together’ [Petric Žižić 2020, 406].

5.1.1.2 The dictionary description of single- or multi-word lexemes used as particles or interjections (here the denotatum is bound to a speech act, see [Vidovič Muha 2013, 100]) is based on the communication aspect, stemming from the intention or emotional state of the speaker. A special type of explanation with the first-person plural form of the verb *reči* ‘to say’ (*napisati* ‘to write’) thus does not provide information on lexical meaning, but on what the speaker is expressing.¹³

Examples: **Škoda** *rečemo, ko kaj obžalujemo, smo žalostni zaradi česa ali s kom sočustvujemo* ‘We say **what a shame** when we regret something, are sad because of something or sympathise with someone’; **Lep pozdrav** *napišemo na koncu sporočila, ko se od koga poslovimo* ‘We write **Best regards** at the end of a message when we say goodbye to someone’; **Z veseljem** *rečemo, ko komu vljudno pritrđimo* ‘We say **with pleasure** when we politely say yes to someone’.

5.2 Content of dictionary explanations in ŠSSJ

5.2.1 In polysemous lexemes, only the main meanings are included in the dictionary (those that the user is thought to recall first), usually the basic meaning, which is listed first in line with the SSKJ tradition, and a metaphorically derived meaning that follows. In the editorial process, only the most typical phrases¹⁴ validating the basic meaning and the main derived meanings are

¹³ Even SSKJ, which is bound to the presentation of systematised naming units of language by design [Vidovič Muha 2013, 98], provides a dictionary presentation of communicational and pragmatic elements of language or specific circumstances of language use; specifically those (pragmatic-) communicational elements that have become an inseparable part of the language system or lexis [Ibid., 99]. Lexemes with a speech act as their denotatum (particularly modificational parts of speech, i.e. interjection and particle) have a sentential explanation in SSKJ: “these are generally types such as *Kdo* ‘the speaker’ *izraža/poudarja* etc. *kaj kako* ‘Who expresses/emphasises what how’ — as expressed by a verbal lexeme. The explanation thus does not provide a dictionary meaning in the sense of the dictionary value of the lexeme, but the speaker’s intention to say something — *izraža*, or emphasise something — *poudarja*” [Ibid., 100].

¹⁴ F. Novak calls phrases that demonstrate the meaning *typical phrases*, referring to all typical phrases together as the *network of typical phrases* [Novak 1975, 38]. “The realisation that a word and its meaning only live in context, and a typical context at that, entails that words will be accompanied by both ordinary, free combinations with the appropriate valency and special and set phrases or terminological and phraseological combinations. [...] All these materials validate the meanings and demonstrate

considered. Less commonly used, less established meanings and minor transpositions of meaning are not taken into account.

5.2.2 ŠSSJ also aims to introduce students to reading dictionaries, so their structure follows the SSKJ tradition, in principle. However, for the efforts to be as illustrative as possible, especially with materially tangible reality, the ŠSSJ explanations are somewhat more comprehensive — differentiating semantic features are usually more numerous (in addition to the essential elements of the explanation, they include elements that are not essential in terms of differentiation but contribute to illustration) [cf. Petric Žižić 2020, 392].

Thus, in defining a meaning (especially with lesser-known, specialised-use and terminological lexis), essential semantic features are complemented with additional circumstances of the denotatum's occurrence as would normally be the case, and these circumstances are based on children's experiences to the maximum extent possible (the use of first-person plural serves as a means to bring the content of the explanations closer to the user's experiences). Examples: *A notebook is a booklet with pages and binding where we write or draw in class*,¹⁵ *An interlocutor is someone we are talking to* [Petric Žižić 2020, 393].

5.2.3 The explanation of a noun has the structure [**headword in the nominative (singular)**] + *je* ('is') + CSF + DSF, e.g. *A pianist is a person who plays the piano*. In addition to explanations of originally terminological lexis, one of the greatest challenges is the explanations of abstract nouns, e.g. *feature* ([...] *what enables us to recognise something or what we use to describe something*), *characteristic* ([...] *an important feature or part of something that enables us to recognise it*), *difference* ([...] *what shows that something we are comparing is not the same*) [Petric Žižić 2020, 398].

Adjectival explanations have the headword as their subject and an explanatory synonymous phrase as the subject complement with the linking verb *biti* ('to be') in the third-person singular: [...] *je ta, ki je v zvezi s* [...] (lit. 'is such that relates to').¹⁶ The subject-complement part of the explanatory sentence is coextensive with the classical explanatory structure that introduces students to the reading of a general explanatory dictionary.

As the syntactic analogue of the adjective, the demonstrative pronouns *tak* and *ta* are used (depending on whether the adjective is qualitative, e.g. **Glo-**

the possible realisations in context and, in turn, the permanence and systematicness of the standard language" [Suhadolnik 1968, 222].

¹⁵ As ŠSSJ prioritises the principles of naturalness and comprehensibility over the principle of economy, subordinate clauses are often used instead of impersonal verb forms.

¹⁶ This type of explanation takes the form *nanašajoč se na* [...] 'relating to [...]' in SSKJ and *ki je v zvezi z* [...] 'that relates to [...]' in eSSKJ.

bok je tak, ki v navpični smeri navzdol meri veliko [...] (lit. ‘**Deep** is such that measures a lot vertically downwards’), or classifying, e.g. **Besedni** je ta, ki je v zvezi z besedami (lit. ‘**Verbal** is such that relates to words.’) [Petric Žižić 2020, 400–403].

Explanations of verbs also take the form of sentences, namely [**headword in the infinitive**] + *pomeni* (‘means’) (linking verb) + [CSF in the infinitive] + DSF.

In line with the principle of naturalness, instead of the more economical infinitive structure, explanations usually include finite verb forms (which means explanations of verbs are usually structured as complex sentences); the first-person plural is used, e.g. *Zmoči pomeni imeti sposobnost, da kaj uresničimo* (lit. ‘To be able to means to have the ability that we carry out something’) as opposed to *Zmoči pomeni imeti sposobnost kaj uresničiti* ‘To be able to means to have the ability to carry out something’ [Petric Žižić 2020, 404–406].

Due to a tendency for maximum possible concreteness and comprehensibility, the dictionary explanations of the included semantic types of adverbs, which, too, are structured as sentences, also have a uniform composition: the headword as the subject and an explanation with a finite verb form in the subject complement with *pomeniti* (‘to mean’) in third-person singular as the linking verb. The dictionary includes adverbs of manner, which usually have a sentence structure in the form of an adverbial clause of manner (‘the manner in which an action proceeds or is carried out’), e.g. **Redko** pomeni takó, da se kaj pojavi ali ponovi malokrat (lit. ‘**Rarely** means in such a way as if something occurs or recurs few times’); it also includes adverbs of time, which do not have a pronominal syntactic equivalent but have the following structure: headword as subject + *pomeni* (linking verb) + synonymous phrase (not clause) in the subject complement, e.g. **Ofen** means multiple times or regularly; **Rarely** means few times (multiplicity). Both examples of adverbs of place demonstrate that an explanation in the form of a synonymous phrase in the subject complement enables better comprehensibility: **Out** means in the direction towards an outdoor space; **Outside** means on the outer side or in an outdoor space [Petric Žižić 2020, 406–407].

5.2.4 In principle, explanations of nominal, adjectival, and adverbial (phraseological and non-phraseological) multi-word lexemes are analogous to the explanations of single-word headwords (on the explanations of verbal multi-word lexemes, see 5.1.1.1).

Set phrases are mostly nominal, with an adjectival premodifier alongside the head, e.g. **Morski konjiček** je majhna riba, ki ima konju podobno glavo ‘A **seahorse** is a small fish with a head like a horse’. An example of a nominal phraseological unit is **Glas vpijočega v puščavi** je prizadevanje, ki nima

uspeha ‘**A voice in the wilderness** is an effort that is not successful’ [Petric Žižić 2020, 400].

Examples of adjectival and adverbial (phraseological and non-phraseological) multi-word lexemes: *v redu* (‘all right’): **1. V redu je tak, ki ustreza pričakovanjem ali predstavam** (lit. ‘[...] such that meets expectations or ideas’); **2. V redu je tak, ki je v takem stanju, kot mora biti** (lit. ‘[...] such that is in such a state as it has to be’); **Bled kot stena je tak, ki je izrazito brez naravne in zdrave barve** (lit. ‘**Pale as a wall** [i.e. ‘pale as a ghost’] is such that distinctly lacks a natural and healthy colour’); **Na glas** [lit. ‘on voice’] *pomeni tako, da se dobro sliši* ‘**Out loud** means in such a way that you can hear it well’ [Petric Žižić 2020, 403–407].

5.3 Synonymy and homonymy in ŠSSJ

Synonyms are listed in the section FIND WORDS WITH A SIMILAR MEANING, which shows information on any synonyms of a given headword in ŠSSJ, as they are listed in SSKJ2 and the *Sinonimni slovar slovenskega jezika* (Synonym Dictionary of the Slovenian Language) [Snoj 2019; see Ahačič et al. 2022]. Exact synonyms are also listed in the ŠSSJ section on meaning, but only those that are included in ŠSSJ as headwords or set phrases; the aim is not to complement the explanation nor to display normative value or preference, but to explicitly link normatively equal exact synonyms within the dictionary. A type of explanation formed as a sentence with the headword as the subject enables to display synonyms within the explanation itself alongside the headword (with the synonym introduced by the conjunction *ali* ‘or’), such as in the entry for **oznaka** (*A label or mark is what marks something*).

The fundamental concept of ŠSSJ is that each single-word lexeme is given a separate entry, so homonyms are listed in different entries (not as polysemous words), which is in line with the SSKJ tradition.

6 Illustrative materials in ŠSSJ

Explanations are followed by examples of use in the form of collocations and sentences (typical phrases validating the meanings and typical contexts). The illustrative materials reinforce the children’s perception of typical use, syntactic possibilities, valency or collocability of a lexeme. Examples, which are composed of vocabulary that is neutral from the point of view of the standard language and vocabulary that is included in the dictionary, are generally short, clear and judiciously selected, also in terms of content (one of the principles of selection is the avoidance of stereotyping, especially in relation to social roles).

Because of the smaller scope of the text corpus materials, the illustrative materials are not ordered based on the criterion of frequency but, like in the

SSKJ, on syntactic criteria, and further alphabetically. The extent of the illustrative materials is thus not directly linked to the frequency of use of a given lexeme; more materials are normally cited with lesser-known lexemes, for meanings with explanations that combine several (sub)senses in terms of content (e.g. *deep, depth, energy, to summarise, network, recording*) and for terminological lexemes (e.g. *element, vapour*).

For basic vocabulary, example sentences aim in particular to demonstrate the use of the head lexeme in a sentence; for terminological lexis, they are also selected with a view to provide additional information, complementing the explanation in terms of content.

7 Conclusion

The concept of the School Dictionary of the Slovenian Language (ŠSSJ) on the *Franček* portal has been formulated based on theoretical foundations in the fields of Slovenian language studies and didactics and on experience with creating a general explanatory dictionary. In terms of materials, the ŠSSJ design relies mostly on texts from textbooks and children's literature. ŠSSJ provides a simplified presentation of dictionary information on basic vocabulary and sample terminology that students are expected to assimilate by the age of 10, tailored to children's abilities and knowledge. The language of the explanations is less complex (especially at the lexical and syntactic level), taking into account the principles of naturalness and comprehensibility (in terms of mimicking spontaneous speech, particularly in the syntactic structure of an explanation, sometimes at the expense of its economy), and explanations emphasise the most typical aspect of the meaning from children's point of view.

In terms of the fundamental characteristics, the ŠSSJ concept is aligned with the concept of the third edition of *eSSKJ*: Dictionary of the Slovenian Standards Language, which is gradually replacing the second edition of the Dictionary of the Slovenian Standards Language (SSKJ2) and becoming the fundamental reference work that the pupils of today will use on their own as adults. How the tradition of Slovenian lexicography and SSKJ has been followed is particularly apparent from the comparison of explanation types in ŠSSJ with those in SSKJ. Despite differences in how explanations are structured and in the wording of the description of meaning, which stem from its adaptation to the knowledge and abilities of youngest users, the design of the ŠSSJ explanation types is in keeping with the fundamental principles of defining lexical meaning, which have been established since SSKJ, e.g., in relation to the system of classifying semantic features and the precision and consistency in determining differentiating semantic features.

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