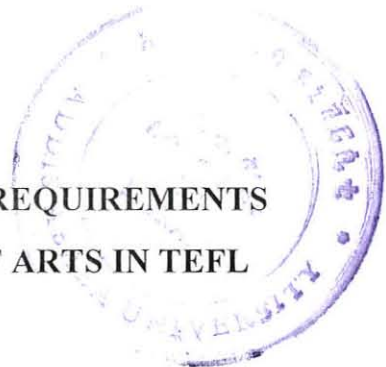


**AN EXPLORATION INTO THE USE OF PEDAGOGIC
MONOLINGUAL DICTIONARIES AT HIGH SCHOOL
LEVEL (WITH SPECIAL REFERENCE TO
GRADE 11 STUDENTS)**

**A THESIS
PRESENTED TO
THE SCHOOL OF GRADUATE STUDIES
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**BY
FIKRE G.KIDAN**

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BY
FIKRE G.KIDAN

Approved by:

Teshome Demisse (Ph.D.)

Advisor

Signature

Mekonnen Dibaba

Examiner

MA
Signature

Geremew Kame

Examiner

[Signature]
Signature

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ABSTRACT

This study is aimed at finding out the views and attitudes of high school students in general, and grade 11 students in particular, toward the use of MLD as one independent and self-study source of linguistic information in the process of learning EFL. In other words, it tries to explore and describe the various uses of MLD and see how much of these pieces of pedagogic information is recognized and exploited by grade 11 students. In short, the study tries to answer the question, "To what extent do high school students benefit from the MLD."

To do this, three types of instruments were employed: A test of practical use of a dictionary, questionnaires and an observation. A class of 30 randomly selected students and 20 English teachers from 6 different schools were also involved in the study. The test which comprises 30 items on the various uses of the dictionary was administered to the 30 students. The questionnaires which also try to elicit views and opinions of the teachers and students regarding the role of MLD in learning EFL were distributed to both subjects. The third type of instrument—observation, was made to see how quick or slow the students were in finding a word in the dictionary. In doing the test and the activity (task) for observation, the students were provided with the Oxford Advanced Learner's Dictionary of Current English.

The instruments were collected and analysed by converting the responses into percentage figures. Comparisons were made between the responses of the students to all items subsumed in the instruments to see the effectiveness of the students in using the dictionary.

The results obtained showed that the students are not generally good at using the dictionary for wide range of information. The results also indicated that there are no initiatives from English teachers to coach students how to make an effective use of the MLD.

It is, therefore, recommended that teachers, syllabus designers and material writers should take remedial measure to broaden the view of students to the use of MLD by integrating different tasks that call for dictionary skills.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
ABSTRACT	ii
LIST OF TABLES	vi
LIST OF GRAPHS	vii
CHAPTER ONE: INTRODUCTION	1
1.1 Statement of the Problem	1
1.2 Purpose of the Study	5
1.3 Significance of the Study	6
1.4 Limitation of the Study	7
1.5 Abbreviations Used	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	9
2.1 Literature on the General Significance of MLD	9
2.2 Literature on the View of Students on Dictionaries	16
2.3 The Advantage of Monolingual over Bilingual English Dictionaries	18
2.4 The Major Uses of English Monolingual Dictionary	21
2.4.1 The Monolingual Dictionary and Pronunciation	22
2.4.2 The Dictionary and Vocabulary Learning	24
2.4.3 How do Dictionaries Help Students Learn Words?	25
2.4.4 The MLD and Grammar	28
2.4.5 The MLD and Spelling	33
2.4.6 The MLD and Usage Labels	35
2.4.7 The MLD, Regional and Subject Labels	36

	Page
CHAPTER THREE: RESEARCH METHODOLOGY	39
3.1 Subjects of the Study	39
3.2 Instruments Used in the Study	40
3.2.1 The Test	40
3.2.2 The Observation	41
3.2.3 The Questionnaire	42
3.3 Data Processing	44
 CHAPTER FOUR: RESULTS AND DICUSSIONS	 46
4.1 Results from the Test	46
4.1.1 Identifying Entry Numbers and Parts of Speech	47
4.1.2 Identifying the Correct Plural Forms of Irregular Nouns	49
4.1.3 Determining the Countability, Uncountability or Both Features of Nouns	52
4.1.4 Classifying Verbs into Transitive, Intransitive or Both Using the Dictionary	55
4.1.5 Classifying Words into Verbs, Nouns or Both	58
4.1.6 Responses in Identifying the Meanings of Phrasal Verbs and Idioms	61
4.2 Results from the Students' and the Teachers' Questionnaires	63
4.2.1 Results from the Students' Questionnaire	64
4.2.2 Results from the Teachers' Questionnaire	68
4.3 Results from the Observation	71
4.4 General Discussion	74

	Page
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	80
5.1 Conclusions	80
5.2 Recommendations	82
 BIBLIOGRAPHY	 84
Appendix 1: Summary of Students' Questionnaire	88
Appendix 2: Summary of Teachers' Questionnaire	90
Appendix 3: A Test for Grade 11 Students to Be Answered Using A Dictionary	 91
Appendix 4: Teachers' Questionnaire	94
Appendix 5: Students' Questionnaire (Amharic Version)	97
Appendix 6: Students' Questionnaire (English Version)	102

LIST OF TABLES

<u>Table</u>	<u>Title</u>	<u>Page</u>
1 :	Number and Percentage of Correct and Incorrect Responses in Identifying the Entry Number and Parts of Speech for Five Words from the OALDCE	48
2 :	Number and Percentage of Correct, Incorrect and Unresponded Answers to the Plural Forms of Irregular Nouns	52
3 :	Number and Percentage of Students' Use of the MLD in Classifying Nouns into Countable, Uncountable or Both	54
4 :	Demonstrates the Students' Use of the MLD in Classifying Verbs into Transitive, Intransitive or Both	57
5 :	Correct, Incorrect and Partially Correct Numbers and Percentages of Students' Responses Classifying Words into Nouns, Verbs or Both Using the MLD	60
6 :	Number and Percentage of Correct, Incorrect and Unresponded Items in the Students' Finding the Meanings of Phrasal Verbs and Idioms from the MLD	63
7 :	Time (in seconds) Consumed by 10 Students to Find 10 Words Each from the OALDCE	73

LIST OF GRAPHS

	Page
Graph 1: Percentage of Rank-Ordered Responses to the Use and Acquaintance of Students with 10 Aspects of the MLD	67
Graph 2: Rank-Ordered View of Teachers on Their Students' Acquaintance with and Use of 10 Aspects of th MLD (Shown in Percentage).	70

CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem

Ever since the emergence of the communicative language teaching and learning approach in the field of applied linguistics, there has been a growing regard for self, autonomous and independent learning of English as a foreign or second language. Among the various reference materials on how language functions, the monolingual Pedagogic English dictionary is one rich source that can be accessed and referred to independently—without the frequent and direct assistance of the classroom teacher. Dawson and Bamman (1973), for instance, state that from the third grade onward, there is no better independent aid than the dictionary for learners of English as a foreign language.

Although there seems to have been no general consensus among applied linguists and language teachers as to when, how and for what purpose should students use dictionaries, almost none of them rejects the average-sized MLDs such as, Oxford Advanced Learner's Dictionary of Current English (OALDCE, for short), and the Longman Dictionary of Contemporary English (LDCE, for short), as one functional and practical tool of language learning (Gouws, 1986).

Jackson (1988: 124), also writes that modern monolingual dictionaries as a reference material have a double function:

they represent on the one hand a piece of linguistic description, an account of the landscape of English words; on the other hand, they are purveyed as manuals for users and learners of the language to refer to particularly when they need help in understanding what they read.

Jackson (1988) goes on saying that for many users, the monolingual dictionary is not only taken as a reference material, or a record of the English vocabulary; it also provides an authority on how the language should be used, and they turn to it as an “arbiter” in disputes about linguistic usage.

In spite of the fact that dictionaries are valued as a helpful language learning device, little research has, however, been conducted on the role of MLD in the teaching and learning of EFL. More attention was rather given to the art of lexicography (or dictionary-making) than to the way dictionaries are viewed by teachers and students. Gouws (1986: 65), for example, writes that, "although a number of books and articles on dictionaries are available, they are aimed primarily at linguists and lexicographers and not at language teachers and students."

Other linguists, Harvey and Yuill (1997), have also argued that several dictionary editors have increasingly highlighted the pedagogic dictionary's value as a source of information for the production of correct and appropriate English. According to Harvey and Yuill (Ibid), little empirical research has, however, been

done specifically into what and how the monolingual dictionary contributes to encoding in a second or foreign language.

To add interest to the practice that is essential if students are to become proficient and all-round users of dictionaries, teachers, according to Follett (1977: 98), are expected to do more than telling their students to give such questionable assignments as, "Look up these words, write definitions for them, then write sentences that include each one." Several teachers, however, do not seem to help their students acquaint with the broader use of MLD. Day (1993), citing Jacobs (1989), states that several teachers wrongly assume that students know how to use a dictionary, and Matthews (1977) on his part stipulates that there are few teachers of English that devote part of their programme to an effort to help students for the appropriate habit of consulting dictionaries. Summers (1988:111) also writes that "dictionaries for language learning have been largely ignored in the wealth of books and articles on language learning by linguists, ... and language teachers."

The fact that language teachers do not seem to give due recognition to MLDs as one language learning device contributes for English students to conceive dictionaries only in their original function — as "a list of hard-words".

Studies made by Bejoint (1981) on his undergraduate students' use of monolingual dictionaries show that they use such dictionaries for a limited purpose: for looking up the meanings of unfamiliar words, for checking spellings, and for decoding activities such as reading. Bejoint (1981), as cited by Carter and

McCarthy (1988: 54), states that "the image of the dictionary as a source of encyclopedic and factual information is one which dies hard." Jackson (1988: 35) also writes that,

EFL students think of the dictionary as representing the English language, making the assumption that language is just about words and the dictionary is merely the collection — the repository of the words of the language.

Having decided to look up a word, EFL students should be able to find it quickly in order to make the best use of the information in the dictionary. According to Nuttall (1996: 72), however, "some students take ages to find a word in the dictionary; this is particularly likely if their L₁ does not use the same alphabet as the foreign language."

To say all these is to imply that the MLD should not be thought of as a mere reference material for the meanings of words and correct spelling, but a tool for learning in a broader sense (Bamman and Dawson, 1973).

This, nevertheless, does not seem to be the way dictionaries are viewed and used by most Ethiopian high school, more specifically, grade 11 students. Although no study on dictionary use and reference skill has been conducted at the high school level, it seems likely that students turn to dictionaries only when the need arises to know the meanings of hard and unfamiliar words.

This study is, therefore, designed to explore and answer the question: Do Ethiopian government owned high school students in general, and grade 11 students at 'Kokebe Tsibah Comprehensive Secondary School in particular, get the most out of the MLDs? Or to what extent do grade 11 students benefit from MLDs as one reference material in learning EFL?

1.2 Purpose of the Study

The purpose of this study is to explore the varied pedagogic significance of MLDs, such as the OALDCE and LDCE, in learning EFL at high school levels, especially, grade 11 students and to know how much of the linguistic information contained in such dictionaries is exploited.

In other words, the main purposes of the study can be put as follows:

1. To explore the various uses of MLDs in the teaching and learning of English as a foreign language.
2. To see the view and attitude of high school particularly, grade 11 students, toward the role of MLDs in learning EFL, and identify their practical problems in using the dictionary.
3. To examine the effort and assistance of EFL teachers in improving the perception of their students toward the function of MLD as one useful, self-study reference material.
4. To show that average-sized monolingual dictionaries are more reliable and advantageous over their equivalent bilingual dictionaries in learning EFL at the high school level.

5. And finally, but somewhat related to the ones mentioned above, to examine the skill, practice and frequency of high school students in turning to the MLD for any piece of information.

1.3 Significance of the Study

The outcome of the study is hoped to benefit individuals directly or indirectly engaged in the teaching and learning of EFL. The envisaged significance of the study are the following:

1. Teachers of EFL may benefit from the result of the study in some ways. It may help them reflect on and enlighten themselves with the wide-range use of pedagogical monolingual dictionaries as one ready made reference material. It is hoped to make them question the view they had on MLD and the way they have been using it in teaching. More importantly, the result of the study may also help them understand the practical problem of their students in using the MLD and as a result devise different tasks on dictionary reference skill to widen and deepen the attitude of their students toward this reference material. This happens when the findings of the research are disseminated to the schools where they teach.
2. The inspiration of the teachers could also lead to the inspiration of their students in using the MLD. The outcome of the study may enlighten the students with the view that MLDs are not meant to be used only when some unavoidable questions arise but also as a life-long source of knowledge about the English language, and not a mere storehouse of words, but a good

companion in the process of learning: containing many other pieces of linguistic and, non-linguistic information.

3. Syllabus or curriculum designers and materials writers may also come to see from the result of the study that tasks that call for dictionary skills are worth including in the syllabus (or content) of high school English courses and textbooks.
4. The result of the study is also hoped to serve as a springboard for researchers in the area of applied linguistics, particularly for those who wish to carry out a further study on the topics of dictionary reference skills and its roles in learning EFL.

1.4 Limitation of the Study

Probably, one limitation of the study is the small number of respondents involved in the undertakings of the research. The researcher was obliged to conduct the study with thirty students and twenty teachers.

This is done for two reasons: The first reason is the nature of the tasks given to the students to collect the information. The test and observation were designed to be conducted using the OALDCE. It was not, therefore, convenient and manageable to provide the students with more than 30 such dictionaries

The second reason is that it was not possible to get more than three grade 11 English teachers at each of the schools the researcher has visited. So, this was the only number of teachers met at six high schools. Similarly, the fact that the

researcher used more than one method to collect the data (information) compelled him to use a few and easily manageable number of subjects.

1.5 Abbreviations Used

In compiling the study, the researcher has used some abbreviations. Some of them are given below:

OALDCE	-	Oxford Advanced Learner's Dictionary of Current English.
LDCE	-	Longman Dictionary of Contemporary English.
MLD	-	Monolingual Learner's Dictionary
BLD	-	Bilingual Learner's Dictionary
L1	-	First Language.
CCELD	-	Cobuild Collins English Language Dictionary
IPA	-	International Phonetic Alphabet
NSDs	-	Native Speakers Dictionaries
LDs	-	Learner's Dictionaries

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The question of the role of monolingual dictionaries in the process of learning a foreign language has been a contentious matter in the area of applied linguistics. Many applied linguists and language teachers have expressed their views regarding the use of MLD in learning English as a foreign language. The following review of related literature briefly presents some views related to the use of monolingual pedagogical dictionaries.

The first part of the chapter focuses on the views and attitudes of some teachers and applied linguists on the general use of the MLDs. The second part deals with the literature on the commonly observed views of students on dictionaries. The literature on the advantage of monolingual over the bilingual dictionaries is discussed in the third part of this chapter. Finally, in part four, literature on the major and specific uses of the dictionary is presented.

2.1 Literature on the General Significance of MLD

The MLD is believed by many people to be a very rich language learning and teaching instrument, containing almost all kinds of linguistic information that are of paramount significance to language students, teachers and any other people of different professions who want to be proficient in the language they speak and write.

In recent years, according to Harvey and Yuill (1997), dictionary editors such as Cowie (1989: viii) in the Oxford Advanced Learner's Dictionary (OALD, for short), Summers (1987: F8), in the Longman Dictionary of Contemporary English (LDCE, for short), and Sinclair (1987:XV), in the Collins CoBUILD English Language Dictionary (CCELD, for short), have increasingly highlighted the potential value of learner's dictionary as a source of linguistic information for the production and comprehension of correct and appropriate English. Carter and McCarthy (1988: 52), have also acknowledged the importance of pedagogic dictionaries by stating that "a principal area which impinges upon the success or otherwise [failure] that learners have in tackling foreign vocabulary is their use, and the effectiveness of, dictionaries."

This language learning tool provides a reliable guidance in moments of doubt and resolves arguments, for instance, about a word, its pronunciation, its spelling, its grammatical restriction and the situation in which the word may be appropriately used (Amanuel, 1991). For this reason, many people consider the dictionary as an "authority" and look up to it as a "law giver" and "arbiter" whose decision is ultimate and fair.

It is the conviction of many linguists and language teachers that for the native as well as for the non-native learner, the dictionary is very useful both as a reference and self-study book. Especially for the non-native learners, to have a good dictionary is to have, according to Jain (1979), as quoted by Summers (1988: 116), "an efficient native speaker on your desk who can be consulted at all times for a

wide range of questions in relation to proper language use." For the students of English as a first language also, to have a good dictionary and to make constant use of its resources means to engage in a fruitful language learning activity the possible aim of which is a high degree of proficiency in one's language.

Linguists and language teachers bear their witness to the assertion that fewer grammar books, can be as comprehensive and exhaustive as the dictionary can, in their contents. Ilson (1985: V), for instance, asserts that "the dictionary is the most successful and significant book about language." Ilson (Ibid) shows this by presenting a statistical evidence according to which the monolingual dictionary was found in over 90% of households in Britain, making it far more popular than cookery books (about 70%) and indeed significantly more widespread than the Bible (which was found to be in 80% of households) in 1983, in the same country.

Underhill (1985: 103) also underlines the significance of the dictionary in language learning. He maintains that, "of all TEFL books available, the MLD can ... answer a great number of students' questions about English than any other single book." Rauf (1989: 128), also shares the idea of Underhill by saying that, "the dictionary is an important source of information about the English language — information that is not generally available in grammar texts."

Dictionaries, of course, appear in different sizes. A small pocket dictionary may be useful to carry around with students, but it would not provide as much information as possible for EFL study needs. It is, obviously, too short to give

various linguistic information the learner needs. The large, unabridged ones, on the other hand, give so much detailed and often complicated information that they may confuse learners. The average-sized dictionaries, such as the OALDCE and the LDCE, are accepted by several applied linguists as the most suitable and helpful dictionaries in learning EFL. Montgomery (1982: 76), for example, writes that,

...there are two [monolingual dictionaries] which are particularly useful to students for whom English is taught as a second language: these are the Oxford Advanced Learner's Dictionary of Current English and the Longman Dictionary of Contemporary English.

A number of applied linguists also believe that the most appropriate choice for students of EFL is a learner's dictionary, and more particularly, one in which a controlled defining vocabulary has been employed (Baxter, 1990). According to West (1987: 57-58), learner's dictionaries (LDs) are different from native speaker's dictionaries (NSD) in that LDs,

cover only 'contemporary' or 'current' English and include few archaic words; entries are arranged with the most common meanings first; and example sentences are given to illustrate usage ... they are to be used for encoding as well as decoding. They are syntactic and phonological as well as semantic — in addition to meanings, they include comprehensive information about usage and pronunciation.

Yorkey (1978: 393), in his Review Article on LDCE, states that "as a learner's dictionary ... the Longman Dictionary of Contemporary English is the most complete and useful dictionary now on the market for ESL/FL students." Furthermore, Yorkey (ibid) believes that "it is the kind of dictionary that

professional ESL/FL teachers ought to have on their private shelves, both for easy reference and pleasant browsing."

Regarding the other most widely used learner's dictionary: the Oxford Advanced Learner's Dictionary of Current English, Matuk (1974), writes that the aim of the Advanced Learner's Dictionary of Current English is to help foreign students understand current English as it appears in books of literature and other works written in English. It is prepared with the special needs of the foreign students in mind.

To say all these, however, is not to say that "the dictionary is the only, best, or easiest source of linguistic knowledge needed to understand and write or speak English accurately" (Summers 1989: 111). Summers (Ibid) goes on to say that,

... in addition to other learning strategies, such as making guesses about new words encountered in reading texts, asking the teacher for explanations or asking help from their classmates, students can and should be encouraged to avail themselves of the substantial information contained in their dictionaries.

This does not usually happen, however. There have, generally, been changing trends from grammar translation to direct method and to the communicative approach, but none of these has emphasized the importance of the learner's lexical competence over the structural or grammatical competence (Summers, 1989).

"Dictionaries as one means of language learning have been largely overlooked in the wealth of books and articles on language learning by linguists, and language teachers", (Summers, 1988: 111). This is because there has been a strong insistence in the field of modern applied linguistics that words should not be thought of individually, or 'in isolation', and dictionaries are seen as reinforcing the students' tendency to learn individual words when learning a foreign language. These days, there is the prevailing view that newly encountered words should be decoded by means of contextual clues. Learning word meanings in context does not, however, make the dictionary useless. To this point, Summers (1988: 112), comments,

Although this [learning vocabulary items by context] is a widely accepted pedagogic principle, it can not be always reconciled with what is possible for the native speaker, let alone the actual practice of the EFL student. In reality, unknown words within text are not very often deducible from contextual clues.

So, in such cases, where unguessable lexical items are prevalent, and there are no clues to help the student deduce their meanings, the dictionary is the tool that he/she has to turn to.

Obviously, one is not expected to study the whole of a dictionary as one would the whole of a grammar book. The point rather is that the dictionary can be used along with the standard textbooks as an aid to comprehension and production. Accordingly, while reading a passage or writing a composition, the learner might seek the help of a good dictionary and while consulting the dictionary, according to Underhill (1985: 103), the student can find two types of information. Underhill

(ibid) calls these "Specific Information" and "Incidental Awareness". According to him, "Specific Information" is the particular answer or piece of information the students get from the dictionary. This could be the pronunciation of a word, its spelling or stress, its meaning, collocational occurrence and others. In other words, "Specific Information" results from asking a specific question which the learner somehow addresses to the dictionary. If he has asked his question in the most appropriate way, then the dictionary may yield an item or items which specifically answer his question. "Incidental Awareness", on the other hand, is everything else that the learner may notice albeit unconsciously while looking for specific information (Underhill, 1985). It is the extra, unpremeditated or unsought information the learner unconsciously or sub-consciously absorbs while referring to his dictionary for specific information. For instance, while looking for the meaning of a word, he may be impressed by the example sentences, synonyms or derivatives of the word in question and he may notice either one or all of these aspects of the word, for which he had previously no intention.

Underhill (1985) states that whatever the entry may say, it is certainly not all there is to be said about a word. It is just a starting point for the learners' discovery of the meanings and usages of the word. According to Underhill (ibid), in order to build up a complete picture of the constellation of possibilities that surrounds any word, students must go beyond merely finding specific answers to specific questions about single aspects of a word. In order to develop a multi-dimensional view of a word, according to Underhill (1985: 112), learners,

... need to be aware of amongst other things: form, in the sense of spelling, pronunciation and stress; grammatical implications, in the sense of word class, derivatives and syntactical possibilities; and meaning, in the sense of definition, synonym, typical usage, typical collocation and stylistic values.

MLD entries can provide starting points for most of these, and if this is done systematically, its use can hasten the process of getting to know a word and its surrounding constellation of association. (Underhill, 1985)

2.2 Literature on the View of Students on Dictionaries

It is very common to observe that when students are asked to explain the role and function of dictionaries, the immediate and first answer they are likely to give, according to Jackson (1988), is that a dictionary is a mere, prescriptive and authoritative storehouse of words to which the definition (or meaning) and perhaps the spelling of unfamiliar vocabulary items are referred. After distributing a questionnaire to his students in Lyon, France to see their acquaintances with the uses of MLD, Bejoint (1981) found that a great majority of his students, almost 90% of them, ranked meaning (or definition) first followed by spelling. On the basis of his finding, Bejoint (1981: 198) comments, "the interest in meaning suggests that for students, the dictionary is basically an inventory of words with their glosses, and that it is basically used for decoding." In other words, Bejoint (1981) notes that there is no expectation on the part of dictionary users to find anything other than meanings, and of course, spellings in a dictionary; consequently, the other information is given little or no attention.

This view of students on the use of the dictionary is also likely to be true to most EFL high school students of our country. They often seem to turn to the dictionary only when need arises to look for the meaning(s) and sometimes the spelling of a word. Students do not seem to have the habit of using dictionaries unless there is a pressing and unavoidable situation. Mathews (1977: 437) states that "to employ the dictionary only as a problem-solver is to say that such a book is of no particular use unless there is a problem requiring immediate attention." He states that students are severely tempted to manipulate things as to avoid encountering problems that drive them to a dictionary. Mathews (1977: 438) adds,

It is to be feared that, for many students, the dictionary is a form of medicine to be resorted to only in times of unavoidable need. They [the students] associate it perhaps with castor oil or some other undesirable, dynamic type of cathartic.

It is a most helpful thing for the students to learn that dictionaries are filled with interesting information from which one can derive much knowledge and instruction, even though he may not be confronted with an urgent problem of any kind.

According to Mathews (1977), students should be encouraged to develop a wholesome curiosity about words that present no particular problem in spelling, or meaning. Mathews (1977: 437) strengthens this by saying,

as a rule, the words we know well do not rise to the surface of our consciousness. It is only rarely that some common, everyday term forces itself upon our attention so urgently that for the first time we turn to the dictionary to see what lies back of it.

This use of the dictionary when there is no immediate, pressing need to do so; this giving attention to words we have known for a long time but have never grown curious about, is most rewarding. This kind of use of the dictionary, according to Mathews (*ibid*), "may be thought of as the labour of free men; the forced use is more properly likened to that of slaves."

According to Nuttall (1990) also, several EFL students assume that the dictionary is a "crutch", an assistant in times of difficulty, rather than as one possible language learning device which could be accessed for a wide-range of linguistic information.

2.3 The Advantage of Monolingual over Bilingual English Dictionaries

Both the monolingual and bilingual learner's dictionaries are important in the process of learning English as a foreign language. But one of these dictionaries could be more advantageous than the other at different levels. Several applied linguists are of the general agreement that at higher levels, the monolingual dictionary is much more important than the bilingual one. Bilingual dictionaries are more generally employed at the initial stages of learning a language, and as proficiency develops, greater use is made of a monolingual dictionary (Carter and McCarthy, 1988). Baxter (1980: 52) strengthens this point by saying that, "prolonged dependency on bilingual dictionaries tend to retard the development of second language proficiency." He continues to say that a bilingual dictionary tends to encourage the employment of a single lexical item. In other words, long-term use of a bilingual dictionary will develop in students the tendency to always seek a

given lexical item. The bilingual dictionary also makes students turn to it with the question, according to Jackson (1988: 123), "what is the meaning of this word, and not what are the collocations and grammatical features (or restrictions) of the same word." Atkins (1985) also writes that bilinguals simply reinforce the translation barrier and thus prevent the internalization of the target language. i.e. BLD reinforces the learner's tendency to translate from the native language instead of trying to think directly in the foreign language. They also reinforce the belief in one-to-one relationship at word level between two languages. In general, BLDs failed to describe adequately the syntactic behaviour of words and they often base the ordering of meanings on, for example, historical development rather than on principles such as frequency or wide range of use which are of more help to the learner (Thomson, 1987).

Monolingual learners dictionaries avoid all these drawbacks. Thomson (1987: 282) says that,

certainly, the best monolingual dictionary contains a vast range of information about the language which is not offered in most bilingual dictionaries, particularly in the field of the "syntactic behavior" of words.

As a result, language teachers have been attracted by this comprehensiveness and by the fact that monolingual dictionaries fit into methodologies which lay emphasis on working exclusively in the foreign language. Whereas a bilingual dictionary tends to encourage the employment of a single lexical item, the monolingual dictionary demonstrates that definition is an alternative. Through the use of a monolingual dictionary Thomson (1987: 330) writes, "Students are led to

the use of conversational definition in speech and thus benefit from the full range of resources offered in spoken English." The regular user of a monolingual English dictionary learns, through cumulative experience, that if meaning can not be expressed through a lexical item, an alternative is available (Baxter, 1980).

As a conclusion, it can be said that both the monolingual and bilingual learner's dictionaries help in understanding and learning a foreign language, but according to Atkins (1985: 21), "there can be little doubt that a bilingual dictionary makes fewer demands upon the user." With a monolingual dictionary, Atkins (1985) says, the student is forced to use the foreign language in order to understand it. In the case of a bilingual dictionary, however, target language equivalents are given for headwords, derived forms, and examples, and the meta language is L_1 (Atkins, 1985). The student thus uses L_1 in order to understand L_2 . Atkins (1985: 22) finally remarks, "From the monolingual learners' dictionary, the user gradually learns to operate in L_2 without the L_1 barrier as a brake on progress." West (1987) also comments that most bilingual dictionaries are designed for the early stage of learning. At higher levels, West (Ibid) continues, learners should be introduced to English-English dictionaries as soon as possible to discourage translation and the idea that there is a one-to-one equivalence between languages. Monolingual dictionaries develop in learners a feeling of self-sufficiency and gives them a joy of self-discovery gradually making them autonomous users of the language.

2.4 The Major Uses of English Monolingual Dictionary

The uses of a good monolingual learner's dictionary are generally many and varied. Apart from giving definition (or meaning) of words, there is wider range of information that students benefit from reliable, monolingual learner's dictionaries. To this, Jackson (1988: 43-44) writes that, "Definition may be the central and perhaps the most important part of the description of a lexeme in a dictionary entry. But lexicographers include much more than a definitional information in their descriptions."

The other "much more" information Jackson (1988) has mentioned here are pronunciation rules and symbols, division of words into syllables, spelling (or spellings of a word: as there are sometimes US and GB styles), the ways in which a word may function in a sentence, (as a noun, verb, transitive, intransitive, countable, uncountable, and so on), the meanings of idiomatic phrases in which a head word is used, the usage labels of a word (slang, formal, taboo, euphemism and so on), irregular forms of a word (past tense, plural, degree) and other non-linguistic information about persons, places, abbreviations, formulas and the like.

Of these various uses of the monolingual dictionary, the most crucial ones will be discussed in detail under separate headings below.

2.4.1 The Monolingual Dictionary and Pronunciation

One of the many overlooked aspects of the uses of the MLD in learning and teaching English as a foreign language (EFL) is the way lexical items are pronounced and stressed. Unlike languages such as Spanish or Finnish, the pronunciation of words in English can not necessarily be inferred from their spelling (Wells, 1985). In English, there is often no direct relationship between orthography and pronunciation. Therefore, it is necessary to teach students how English words are pronounced. The rationale for this is clearly put by Rivers (1968: 203) as follows:

Since language is a means of communication, it is not just enough for our students to learn words, phrases, grammatical features, etc... if they will not be able to produce these in a way which makes their utterance comprehensible to speakers of other languages.

There may be different ways of learning and teaching pronunciation. However, there are not too many books on pronunciation as there are on grammar. It is, therefore, the dictionary that is usually the readily available, comprehensive book for teaching and learning pronunciation. It is important that learners learn fairly complete phonological information in order to know, according to Durkin (1983: 71) "how a silent dictionary communicates about speech sounds." This information in the dictionary is presented in various ways. Respelling, diacritical marks or IPA symbols may be used. Of these, IPA is, according to Jackson (1988: 44), "the most current system of transcription in modern linguistics and phonetics... used in many renowned dictionaries such as the OALDCE and LDCE."

Teaching students the skill of pronunciation is particularly important in the case of homographs, words spelt the same but with different pronunciations, and meanings, as in "bow" which can be pronounced either as /bəʊ/ when it refers to "part of a boat," or /bəʊ/ when it refers to "the result of tying string or a ribbon in a particular way." Similarly, when "refuse" is pronounced as /rɪ'fju:z/, it refers to "the action of declining or resisting" (i.e. it is a verb). But when it is pronounced /re'fju:s/, it refers to "a rubbish" (i.e. it is a noun).

At the prefatory parts of the OALDCE and LDOCE, there are notes on how to pronounce words by giving some models from both the American and the British varieties, and all the phonetic symbols are given inside the cover of the dictionaries.

Jackson (1988) states that the keys to enable the user to interpret the pronunciation symbols used in the dictionary are included in the front-matter or back cover of the dictionary. But according to Jackson (1988), most of the front-matters remain unread by most dictionary users.

This way of approaching the dictionary seems to be similar to the analogy of operating instinctly a newly purchased electronic equipment, say for example, a TV or a tape recorder, without referring to its manual.

Closely related to pronunciation, there is the use of stress. As there are same words that may have different meanings or may belong to different word classes

depending on where the stress falls, a knowledge of how words and phrases are stressed is important. A word may be misunderstood or may not be understood at all if it is pronounced correctly but stressed wrongly. We can consider the following examples.

<u>verb</u>	<u>noun</u>
rebel /ri'bel/	rebel /'rebl/
record /ri'kɔ:d/	record /'rekɔ:d/
object /əb'dʒekt/	object /'bɔ:dʒikt/

We can see from these examples that when the stress falls on the second syllable, the words belong to the word class of verbs, and when it rests on the first syllable, they become nouns.

The use of a dictionary to find out the correct pronunciation and accentuation of a word or phrase is perhaps one of the most important contribution of monolingual dictionaries. This is because the meanings of unfamiliar words can be figured out from the context in which they appear. But the dictionary is usually the immediate and readily available source to overcome difficulties in pronunciation and accentuation.

2.4.2 The Dictionary and Vocabulary Learning

It is the conviction of many lexicographers and linguists that dictionaries are mainly designed to give the meanings of words. They help students to provide different contexts in which a word may be used, thus helping the learner to decode

its meaning as used in a certain way. Nuttall (1996: 72) writes that "as far as reading is concerned, by far the most important is the semantic information, together with examples if any." The dictionary retains its value as a means of comprehension because the learner may not be able to guess the meaning of every new or difficult word in a text, especially words that pertain to special fields of study-technical and specialized words. Other unguessable lexical sets may be prevalent because of the absence of clues to help the reader infer their meanings. In such cases, the learner may depend on the dictionary.

In a study made by Oller (1975), and reported by Carter and McCarthy (1988: 121), even native speakers failed to deduce the meanings of not necessarily infrequent words. According to Oller (1975), the native speakers were not able to accurately infer the meanings of 50% of the twenty-five words given in context. There is little doubt that if these subjects were non-native speakers, just like in our case, they would be able to guess at a much lower number of the lexical items given. This shows that the dictionary is still, particularly, for foreign learners, an essential pedagogical tool for comprehension or vocabulary learning.

2.4.3 How Do Dictionaries Help Students Learn Words?

The dictionary helps students learn words, according to Summers (1988), by providing further exposures for the word in other contexts, with different collocates and constructions, by making the students think about the words in relation both to the passage being read and the dictionary information.

Besides, the dictionary definitions and examples provide contexts which have been especially written to make it as easy as possible to infer the meaning of the word in question. In this way, dictionaries present a powerful analytic tool in organizing language. According to Summer (1988), when the definition for a word provides an archetype onto which real-world realizations can be mapped, it does this by restating the concept behind the word, either in simple terms that are more likely to be understood, as in example 1 below, or by breaking the concept down into constituent parts such as its appearance or typical functions, as in example 2 below. Johnson-Laired (1977), as reported by Summers (1988: 116), also argues that "the mental activity involved in unpacking the definition would help to implant the word and its concept into the student's mind, especially when it is backed up by explanatory examples." To illustrate these points, Summers (1988: 117) gives the following examples from the Longman Active Study Dictionary of English (1983):

- Example 1. demise /di'mæ iz/ n[u] law or euph death:
upon his demise the title will pass to his son.
 (fig.) *the demise of a famous newspaper.*
- Example 2. tail /teɪl/ n 1[c] the movable long growth at
 the back of a creature's body: *a dog's tail /a
 fish's tail* 2[c] something like this in shape or
 appearance: *a comet's tail /we saw the tail of
 the procession....*

Differentiation from other similar words may be necessary for accurate comprehension. This is most obviously done in dictionaries by means of Usage Notes. For example, under "damp" in LDCE (1987), the following usage notes are given:

USAGE damp, humid and moist. "Damp" is often used in a bad sense: *I can't wear these socks; they are damp.* "Moist"

is used especially of food and part of the body and often has a good sense (=not too dry): *a rich, moist cake /moist eyes/lips*. "Humid" is a more scientific word usually used of climate or weather. *It was hot and humid in the jungle*.

Examples in dictionaries are also essential both to extend the user's comprehension, and to provide models for students to remember and eventually produce, by putting individual words into a range of typical contexts and appropriate phrases (Carter and McCarthy, 1988).

Therefore, even if the learner already knows the meaning(s) of a word in a text, the dictionary can still be helpful. It can expose the learner for a deeper comprehension and a more detailed understanding of the word in question.

Moreover, with the help of the dictionary, students can learn to produce lexically acceptable sentences and to use more expressive words. Dictionaries record many kinds of words and place on many of them "restrictive labels". These labels enable the learner to use appropriate lexical items in the appropriate contexts.

MLDs also give the meaning of idioms, knowledge of which is essential for effective communication and which without the help of the dictionary are not easy to understand. "They are fixed expressions whose meaning does not reflect the meaning of the component parts," (Benson 1985: 66). One commonly observed flaw of students in learning the meaning of an idiomatic expression is that they tend to interpret their meaning on the basis of the component parts.

Wykoff (1962: 409) writes that,

For idiomatic expressions, there are no laws or principles, describing their formation, comparable for example, to the principles of tense formation or uses of punctuation marks. Each idiomatic expression is a law unto itself.

So, to know the unpredictable combination and often meanings idioms, it is necessary to consult the dictionary.

2.4.4 The MLD and Grammar

MLD gives invaluable information about the various forms and functions a word can have and serve in a sentence. Such dictionaries, particularly, OALDCE and LDCE, provide students with much of the grammatical information they need, even more sufficiently than many grammatical books do. They are a rich source of several grammatical and syntactic information. At the prefatory part of the LDCE (1987: F37), Quirk writes,

As well as explaining the meaning of words, the dictionary provides a great deal of information about grammar. It [LDCE] tells you the word class that a headword belongs to—whether it is a noun, an adjective, a verb, or some other type of word. It gives information about the inflections of words—how their form changes when they are used in the plural or in the past tense, or in some other ways. And it gives a full description of the word's syntax—the various patterns in which it can combine with other words to form sentences.

Catherine Walter (1996: 357) also states that dictionaries settle down questions like,

is a noun count or mass? Or does it have both uses or can it only be used in the singular? Is a verb transitive or intransitive or both; does it take one or two objects? Can it dativize? Can

it be followed by an infinitive or an -ing? Can an adjective be used in both attributive or predicative positions?

MLD also gives the irregular forms of nouns, verbs and adjectives. This means that such dictionaries show the irregular plural forms of some nouns, the irregular past and past participle forms of some verbs and the irregular forms of some adjectives in their comparative and superlative forms. Regarding the grammatical information about nouns, Hornby (1987: xxiv) writes, "the correct use of the noun is very important but difficult skill to acquire when learning English." This is so because some nouns can be used in the plural form while others can not. And still there are some that can be pluralized in one sense and can not be in another sense.

The dictionary, therefore, gives the learner special help in this area by the use of symbols or codes [c], [u], or [c,u] in a noun entry.

In the prefatory pages of the OALDCE, Hornby (1987) explains codes [c] means that the noun is countable and hence can have both singular and plural forms. It can be used in the singular with articles 'a', 'an', 'another' and in the plural with 'many' and in the singular or plural with numbers (such as "one apple", "four apples"). When no such codes are given in a noun entry, it is obvious that it is a countable noun.

[U], on the other hand, denotes that the noun does not have a plural form. It can, therefore, be used in the singular with words like "some", "enough",

“much”, “more” (as in "some information", "enough money", "much noise," etc.). It can not be used with “a”, “an”, “another”, “many” or numbers. They are uncountable (Hornby, 1987). [C,U] means that the noun can be used either as countable or uncountable one depending on its semantic change.

In the case of irregular nouns, the dictionary gives the inflection. For instance, the plurals of “datum”, “criterion”, 'phenomenon' and 'synthesis' are given as “data”, “criteria”, “phenomena” and “syntheses” respectively.

Equally important to those mentioned above is the grammatical information given under 'verb patterns', particularly in the OALDCE and LDCE. At their introductory pages, extensive information about the "verb patterns" is given as to,

which clause patterns a verb may enter, what complementation a verb may take; which items are obligatory or optional or deleteable.

(Jackson 1988: 56)

This sort of specification in the syntactic operation of the English verb is important for it helps the EFL learner to produce grammatically accurate sentences.

Regarding the usefulness of "Verb Patterns", Hornby (1987: xxviii) writes,

For any one who is learning to speak or write correct English, the most important word in a sentence is the verb. For this reason, the compilers of the dictionary have paid particular attention to the verb patterns. These show the learner how to use verbs to form correct sentences.

He continues,

A person learning English as a foreign language may be tempted to form sentences by analogy. For example, he hears or sees such sentences as "please tell me the meaning," and "please show me the way." By analogy, he forms the incorrect sentence "please, explain me the meaning*" (instead of "please, explain the meaning to me"). He hears or sees sentences such as "I intend to come," "I propose to come" and "I want to come," and by analogy, he forms the incorrect sentence, "I suggest to come," (instead of "I suggest that I should come...)

(Hornby 1987: xxviii)

Such grammatical errors can be minimized by referring to the "verb patterns". Each verb is coded and in times of doubt, the learner can refer to the labels containing "verb patterns". For instance, one of the patterns given for "let" and "make" in OALDCE is [VP18B] and the examples given are "What makes you think so?" "Let me go!". It is, however, common to see or hear most Ethiopian high school students saying or writing wrong sentences such as, "He made me to clean the blackboard" or "My father let me to join the club."

The point here is that students are not supposed to memorize these "verb pattern" codes. But by making the learners aware of their functions, they can be used as references when students are in difficulty with the syntactic structure of some verbs.

Function words, particularly in the OALDCE and the LDCE, are treated in such a way that they are specifically useful to non-native learners. The information given for grammatical words such as "must", "who", "the", "an", "a", "unless," and so on in such dictionaries is indeed exhaustively treated. The following explanation, for example, is given for "the" in the OALDCE (1987: 894):

... 1. (used as less specific form of this, these, that, those, applied to person(s), thing(s), event(s) etc. already referred to or being discussed).

... 2. (used when who or what is referred to is quite obvious.)

3. (used with a noun when it stands for something unique. Example, the sun, the moon, the universe ...)

It is usually not possible to find such detailed grammatical information in many textbooks of English grammar. Usage Notes such as the above ones make the dictionary preferable to many course books in grammar which do not usually treat grammatical usage of function words in such detail.

In general, the dictionary, according to Gleason (1967), as cited by Jackson (1985: 58), "gives for each item all pertinent grammatical identification". It could be argued that a learner is informed of the grammatical usage of individual lexical items when he learns particular rules and patterns in his language course, or when he sees items in use in reading passages and the like. Moreover, the inclusion of grammatical information in the dictionary implies that the learner is going to use the dictionary in order to foster his productive use of language, rather than just an aid to comprehension. The inclusion of grammatical information in the dictionary, according to Jackson (1985), is a contribution to making the language learner an

independent learner, to enable him to produce correct and appropriate sentences in the language he is learning.

2.4.5 The MLD and Spelling

To check the correct spelling of a headword is one common reason for which a dictionary ought to be consulted frequently in learning English as a foreign language (Cross, 1987).

Admittedly, the spelling of English words is particularly difficult. This is because the way most English words are pronounced and spelled is not most often the same. Many words contain silent letters such as 'h', 'k' as in "hour" and "knob" respectively. Many are not also spelled the way they sound as in "plough", "cow", "country" and so on. Another problem in English spelling is that many words which sound alike (homophones) are spelled differently. Such homophonic words include knew/new, cite/ sight/site, some/sum, principle/principal.

It can be seen, therefore, that trying to spell words by mere analogy and pronunciation is not a safe guide. In such situations, the dictionary becomes an indispensable and immediate tool for checking the spellings of such doubtful words.

Students are also observed to be confused with the existence of different ways of spelling for the same words. The English and the Australians spell certain words differently from the American way of spelling. Some students are not aware of the occurrence of such varieties in spelling and tend to conclude that one or the

other variety is misspelled. However, in order to make these varieties clear to its users, the MLD, such as LDCE and OALDCE, provides these two alternative forms of spelling by labelling the abbreviations (GB) for the Great Britain variety and (US) for the United States variety. In giving both forms of spelling, the dictionary implies that either spelling is correct in a given context.

<u>British Spelling</u>	<u>American Spelling</u>
catalogue	catalog
theatre	theater
humour	humor
plough	plow

In general, to know the precise spelling in the dictionary could be of a prime necessity for students so that they can proceed learning the other pieces of information such as pronunciation, grammatical restriction, collocational occurrence, etc. which follow a word entry.

Closely related with spelling, the MLD shows its users where to divide a word into its appropriate syllables, and where not to at the end of lines of either a hand written or type written paper. In all the more than one syllable words entered in a dictionary, a bold dot (.) is provided between the syllables where division is recommended. According to Guth (1972: 301), knowledge of syllabication is important for two reasons: "It helps in the pronunciation of words which in turn helps in corrent spelling and it indicates where to divide words between syllables if division is needed."

At the prefatory pages of OALDCE, Hornby (1974: xx) suggests six rules of syllabication:

- . Never divide a word within a syllable.
- . Never divide an ending (a suffix) of two syllables such as -able, -ably, -fully.
- . with the exception of -ly, never divide a word so that an ending of two letters such as -ed, -er, -ic begins the next line.
- . Never divide a word so that one of the parts is a single letter.
- . Never divide a word of one syllable.
- . Never divide a word of less than five letters.

Students do not, however, seem to know these rules that can easily be found in the dictionary, and as a result, word division errors are rampant in their writing.

2.4.6 The MLD and Usage Labels

Dictionaries record many kinds of words and place on many of them "restrictive labels". These designations can help learners to develop their sense of what words are generally acceptable in the written or spoken English. They tell the learners what styles of words are appropriate in what context. In other words, students need to know that the kind or style of English they are using is right in that particular context: that it is not too formal or colloquial; that it will not offend the listener or reader; or that it is not out-dated (old-fashioned) or archaic (no longer used except in Biblical and poetry expressions). To help students identify these, there is information in an entry where the word is to be used only in a particular

style or context. For instance, words labelled "formal" are not to be used in everyday conversation, or in letters to friends and relations. Conversely, words labelled "colloquial" are not used in business letters, or in conversation with a person whom you do not know well or who is your superior. They are not used in formal circumstances. The dictionaries, therefore, provide their users with several restrictive labels. They indicate that a word is used only under certain circumstances and that it can be out of place when used without attention to its limitations. The words below in the left column are labelled colloquial or slang in the OALDCE (1974).

Colloquial

boss

fiddle

flunk

kid

Formal

superior

violine

fail

child

2.4.7 The MLD, Regional and Subject Labels

Dictionaries also indicate words (vocabulary items), pronunciation, and grammar in use in one region or country using geographic labels. In order not to confuse students with the occurrence of such words, the dictionary labels them with (GB) or (US). For instance, the following words in the right column are labelled for (US) in the OALDCE (Hornby, 1974).

<u>GB</u>	<u>US</u>
lorry	truck
lift	elevator
torch	flashlight
flat	apartment
cock	rooster

The pronunciation of certain words is also given for both varieties. The following instances can be cited from the OALDCE (Hornby, 1974).

<u>GB</u>	<u>US</u>
fragile /frædʒaɪ/	/frædʒəl/
either /'aɪðə(r)/	/'i:ðər/
ego /'egəʊ/	/'i:gəʊ/

Like most European languages, English, especially British English, varies from one area to another greatly. Such regional varieties within a country are dialects and they are not worth using in formal and academic English contexts. To identify them easily, dialectic words are indicated in most reliable dictionaries. Words like 'dominie' and 'kirk' are, for example, identified as Scotland (Scot) dialect in the OALDCE (1974).

Dictionaries also label technical or specialist terms that are not likely to be familiar to general students. Such terms are used only by a group of speakers or writers because of the work they do; the way they live; the activity they are enjoying

and the subject they are studying. These are specialist areas such as business, science, law, sport, music etc. So trying to speak or use specialist words outside the contexts which they belong to can make English sound unnatural.

To help students identify such words, the dictionary gives the specialist English area in brackets at the beginning of the explanation of the meaning, using abbreviations. Absence of any such labels in the dictionary indicates that the word is suitable for use in all fields of study.

CHAPTER THREE

RESEARCH METHODOLOGY

The study is basically an exploratory type seeking both quantitative and qualitative results by engaging students in a test on the uses of MLD, questionnaire completion and observation of tasks. It also describes data obtained through questionnaire from grade 11 English teachers.

3.1 Subjects of the Study

The subjects of the study consisted of a class of thirty students at Kokebe Tsibah Comprehensive Secondary School. These students were randomly selected from three classes, each class contributing ten students. This is done on the basis of two major principles underlying all sample designing: the desire to avoid any possible bias in the selection procedure, and to achieve the possible representativeness of the population in mind (Moser and Kalton, 1972).

In addition to the thirty students, twenty grade 11 English teachers also took part in the study.

It is, therefore, hoped that this sample of students and teachers can reasonably represent the entire population of grade 11 students and teachers at governmental schools.

3.2 Instruments Used in the Study

In collecting the required information from the subjects involved in an academic study, the use of a combination of methods, each method having its own strengths and weaknesses can provide a more powerful research strategy than the reliance on only one method (Moser and Kalton, 1972). Accordingly, three types of methods: a test, a questionnaire, and an observation were used in conducting this study.

3.2.1 The Test

A test which comprises 30 items on some of the uses of the monolingual English dictionary was administered to the thirty randomly selected grade 11 students and they were briefed how to answer the questions. The questions included in the test aimed at assessing the ability of the students in identifying entry numbers and parts of speech of a word given in context, the plural forms of some carefully selected irregular nouns, deciding whether a given noun is countable, uncountable or both, determining whether a given verb is transitive, intransitive or both, telling whether a given word is a verb, noun or both, and finally, finding the meanings of idioms and phrasal verbs.

To answer all these questions, the Oxford Advanced Learner's Dictionary of Current English (OALDCE) was distributed in advance to each of the students. The number of errors and correct responses for each item under each category of the test was added up and converted into percentages. The percentage figures are, then,

compared against each other to see the effectiveness of the students in exploiting the monolingual learner's dictionary for the aforementioned linguistic information.

The results of the test were also compared with the results obtained from the students' questionnaire to counter-check the students' response in the questionnaire with their actual performance in the test.

3.2.2 The Observation

Observation as a systematic method of collecting data is the classic method of scientific enquiry (Moser and Kalton, 1972). It entails mainly the use of the eyes rather than the ears and the voice. It is, therefore, accepted by many researchers as an accurate watching and noting of phenomena as they occur in nature. According to Moser and Kalton (ibid), the distinguishing feature of observation as one method of data collection is that the information required is obtained directly rather than through the reports of others. The researcher is able to find out what the respondent does rather than what he says he does. Using the other methods, if not carefully designed, there is the possibility that the informant gives a false reply probably because he/she misunderstands the question or because he/she consciously or unconsciously distorts his/her answers. These dangers do not occur, or are reasonably minimized, with direct observation.

So, the researcher of this study has employed this method owing to the good features it has in running a research. In order to follow up the speed and other activities of the students in locating a word in the dictionary, the researcher was

obliged to reduce their numbers to 10. Setting an electronic watch, the students were engaged in locating ten carefully selected words as quickly as possible. The words were written on the chalkboard one by one and the students were made to start searching for the words at the same time. In this way, the researcher, helped by an assistant, was able to record the time each student has taken and determine how quick or slow he/she was to find the word.

3.2.3 The Questionnaire

Research has confirmed that the broadest range of information for a study purpose can be obtained through questionnaires. If designed carefully, according to Hibberd and Bennett (1990: 11), "the questionnaire is probably the most widely used and easily understood method of data collection."

To design a good questionnaire, Hibberd and Bennett (ibid) state that the items in the questionnaire should arise directly from the statement of the problem and they must be items that are part of the problem defined and delineated in the researcher's early thinking.

Accordingly, every possible caution was taken in designing the questionnaire to make it effective in eliciting objective responses. First, the questionnaires were made simple so that they can be understood by the respondents in the way they are intended by the researcher. Secondly, the respondents were also instructed clearly what to do and how to answer the questions using simple instructions. Thirdly, in designing the questionnaires the level and maturity of the students are also taken

into account. To successfully obtain objective responses, the language competence of the subjects studied were kept in mind and every possible attempt was made in order to communicate with the respondents as nearly as possible in their own languages.

The questionnaires were lastly distributed to 30 grade 11 students and 20 teachers. The content of the students' questionnaire deals with the attitudes and views they have toward the MLD and their frequencies and preferences of use. Specifically, some 10 uses of the MLD are listed out, and the students were asked to point out the types they use and rank -order them. To make the questionnaire simple and easy to understand, it was translated into Amharic.

The teachers were also asked to reflect their views, and experiences and the commonly observed perception and practice of their students in using the MLD in the process of learning EFL. Listing out 10 aspects of the MLDs, the teachers were, similarly, asked to indicate and rank order the ones they think their students are familiar with.

This, the researcher believes, would help to counter-check the responses of the teachers and students and see what the MLD means to each of them.

3.3 Data Processing

After collecting the completed data from the subjects involved in the study, they were checked, first, for completeness; to see if there is an answer (or a response) for every question, second, for accuracy; to check if answers (responses) were written at the appropriate places; and thirdly, for uniformity; to check if questions and instructions were uniformly understood by all respondents. With a few exceptions to some of the items, it was found that the data were completely filled out by more or less all the respondents.

Next, the data were coded. The purpose of coding in researching is "to classify the answers to a question into meaningful categories so as to bring out their essential pattern," (Moser and Kalton, 1972: 414). Accordingly, the researcher tried to reduce the mass of details and pieces of information received from the respondents to manageable proportions so that the salient relationships can be seen.

Then, the completed and coded details were summarized in the form of tables and graphs in order that their prominent features can be clearly seen and be ready and easy for analysis and interpretation.

Finally, the data were interpreted and discussed. Hence,

1. The number of errors and correct responses to each item in each category was added up and converted into percentage figures to see and analyse the aggregate problems of the students.

2. The result of the questionnaires collected from both the teachers and students was used to examine the differences and similarities in their views toward the MLD.
3. The data obtained from the questionnaires also helped to shed light on the practical performance of the students in the test.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

In this chapter, an attempt is made to analyse and describe the data obtained and discuss the results of the study. The data gathered from the test, the observation and the questionnaires from both the teachers and students are interpreted.

4.1 Results from the Test

The test contains six categories of questions that are supposed to assess the ability of the students in consulting the MLDs to solve various semantic and grammatical difficulties. These are,

- i) Identifying the entry number of certain contextualized words carefully selected from the OALDCE and determining their parts of speech (see table 1).
- ii) Searching for the plural forms of certain irregular nouns (see table 2).
- iii) Deciding whether nouns are countable, uncountable, or both (see table 3).
- iv) Classifying verbs into transitive, intransitive or both (see table 4).
- v) Classifying words into verbs, nouns or both (see table 5).
- vi) And lastly, finding the meanings of certain phrasal verbs and idiomatic expressions. These last questions, like questions in category 1, are given in context. But care is taken not to present them in contexts whereby their meanings could easily be guessed without using the dictionary.

4.1.1 Identifying Entry Numbers and Parts of Speech

In this category, five words which have four different entry numbers each, except “Plain” which has three entry numbers, were provided in context so that the subjects can fairly relate the word in a given sentence with the appropriate entry number in the dictionary.

“Post”, the first word in the first category, was responded to correctly by 40% for the entry number and by 53% for the parts of speech classification. The remaining 60% for the entry number and 47% for the parts of speech were not able to answer it correctly.

The second word in the category is “Plain”. It has relatively fewer number of entries than the other four words. As can be seen in table 1, a greater number of the respondents (83% for the entry number and 73% for the parts of speech) answered it correctly. This greater percentage of correct responses to the word could probably be attributed to the fewer number of entries it has.

The third word in this category, “Hold”, has 4 distinct entry numbers, and it can be seen in table 1 that only 50% and 57% of the respondents were successful in identifying the correct answers for the entry number and parts of speech respectively. This means that almost half of them could not trace the correct entry numbers and parts of speech for the word.

Table 1: Number and Percentage of Correct and Incorrect Responses in Identifying the Entry Numbers and Parts of Speech for Five Words from OALDCE.

Words	Number and Percentage of Responses to Entry Numbers										Number and Percentage of Responses to Parts of Speech													
	1		2		3		4		Incorrect Resp.		Total Resp.		Verb		Noun		Adjective		Adverb		Incorrect Resp.		Total Resp.	
	No	%	No	10%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Post	12	40*	3	10	8	27	7	23	18	60	30	100	5	17	16	53*	3	10	6	20	14	47	30	100
Plain	25	83*	2	7	3	10	-	-	5	17	30	100	4	13	3	10	22	73*	1	3	9	27	30	100
Hold	7	23	3	10	15	50*	5	16	15	50	30	100	7	23	17	57*	3	10	3	10	13	43	30	100
Will	10	33	5	17	7	23*	8	27	23	77	30	100	16	53*	8	20	5	17	1	3	14	47	30	100
Sound	10	33*	14	47	2	7	4	13	20	67	30	100	7	23	11	37	10	33*	2	7	20	67	30	100
Total	64	43	27	18	35	23	24	16	81	54	150	100	39	26	55	37	43	29	13	8	69	46	150	100

* Correct responses

“Will”, the fourth word in the category, exists in four different entries. Of the thirty students included in the study, it was only 23% for the entry number and 53% for the parts of speech who were able to answer the questions correctly.

“Sound”, which has five entry numbers, was correctly responded by 33% for the entry number identification and 33% for the parts of speech classification. The majority of respondents (67%) failed to answer this question (item) correctly for its entry number and parts of speech.

From this distribution, two things can be observed: first, it seems that the students do not read the illustrative sentences or phrases that help students to identify the correct sense of the word in a sentence in which they find it. The other observation is that some students do not appear to know that the parts of speech for a word is found in the same entry number that they identify. This is because there is a discrepancy between the number (percentage) of correct entry numbers and their corresponding correct parts of speech except with the last word, “sound”.

In general, we can see from table 1 that there are a total of 82 (54%) incorrect responses for the entry number identification and 69 (46%) for the parts of speech classification.

4.1.2 Identifying the Correct Plural Forms of Irregular Nouns

The second category in the test comprises five carefully selected irregular nouns whose plural forms were to be looked up in the dictionary.

The first noun provided in the second category was “datum.” This word, whose plural form is most commonly misunderstood by students, is correctly responded by only 37% of the subjects as “data”. The majority of the students (50%) could not find the correct answer and the remaining 13% did not respond to the question in any way (see table 2). The correct plural form of “datum” is cross-referred to “data” in the dictionary as (\Rightarrow data). But it seems from the result that only a few students know the meaning of this sign.

The second word or compound word they were asked to look for its plural form is “son-in-law”. The problem of the students with this word is worse than with the previous one. Only 27% answered it correctly and 40% incorrectly. The remaining 33% did not respond to it in any way. “Son-in-law” is not entered in the dictionary as a distinct entry. It is a run-on word under the entry “son”, and its plural form is to be found under “son”. But the result seems to indicate that the students do not know this way of treating the plural forms of some words in the dictionary.

The third noun asked was “Serum”. It was only 13% of the students that answered it correctly as an unchangeable. 57% of them answered it incorrectly, and the remaining 30% did not respond to it. Similarly, the percentage of wrong answers and unresponded is by far greater than the percentage of correct responses with this word. This problem arises because the students do not seem to know how the dictionary treats such nouns that are unchangeable for plurality.

The fourth noun, “Bacillus”, was correctly answered by 33%. 40% failed to give the correct response, and 27% did not respond correctly or wrongly. This noun is followed by (pl-cilli) in the OALDCE. But most of the respondents do not appear to know what “pl” stands for and the meaning of the hyphen in (-cilli).

The last word in this category is “Chateau”. Its plural form is given in the OALDCE as (p~x). But it was only 17% who seemed to realize this notation. 60% failed to understand it and the remaining 23% did not respond to it. Next to “Serum”, “Chateau” was correctly responded by the least number and percentage of students. Most students do not seem to know the abbreviation ‘pl.’ and the meaning of the tilde (~) and the hyphen (-) given after entries.

Generally, of the total 150 responses to the 5 items in this category, 38 (25.33%) correct responses, 74 (49.33%) incorrect responses and 38 (25.33%) unresponded were recorded. It can be seen, then, that the majority of the students could not find the correct plural forms of the nouns given (table 2). This could possibly be attributed to the fact that the students do not know how the dictionary treats the plurals of some nouns using cross references, run-ons, and different symbols and abbreviations.

Table 2: Number and Percentage of Correct, Incorrect and Unresponded Answers to the Plural Forms of Irregular Nouns.

Nouns	Responses in Actual Numbers and Percentages							
	Correct Resp.		Incorrect Resp.		Unresponded		Total	
	No.	%	No.	%	No.	%	No.	%
Datum	11	37	15	50	4	13	30	100
son-in-law	8	27	12	40	10	33	30	100
serum	4	13	17	57	9	30	30	100
bacillus	10	33	12	40	8	27	30	100
chateau	5	17	18	60	7	23	30	100
Total	38	25.33	74	49.33	38	25.33	150	100

4.1.3 Determining the Countability, Uncountability or Both Features of Nouns

In this third category, the subjects were given five decontextualized nouns which they have to classify into countable, uncountable or both using the dictionary (see table 3).

To the first word “Water”, the great majority of the students (73%) responded that it is only an uncountable noun. It was only 17% of the subjects who correctly identified it as both countable and uncountable noun. The remaining 10% said that it is a countable noun. Here, only a few students were probably able to read the third and fourth sense (meaning) of “water” in OALDCE at the first entry which shows that it can be pluralized with different meanings.

The second noun is “Equipment”. To this noun, only 13% of the students labelled it correctly as uncountable. 87% failed to label it correctly — saying that it is countable (77%) and both countable and uncountable (10%) one. In the OALDCE, this noun does not exist as an independent entry. It is found as a derivative under the entry, “ēquip”. The uncountable feature of “equipment” is indicated at the derivative form. So, it is probably because most of the students could not find it as a separate entry that they failed to label it as an uncountable noun.

The third noun ‘Idea’ is not also correctly identified by the majority (73%) of the subjects. Only 20% of them responded to it correctly as countable. The remaining 7% labelled it as both countable and uncountable noun. The possible reason for this is that the students do not have the practice of reading the example sentences and phrases that illustrate the countability or uncountability feature of a noun.

The fourth noun, “Glass”, is correctly answered by only 20% of the students. 57% of them said that it is only countable and 23% responded that it is only uncountable. This could be attributed to the fact that the students do not know that some nouns could be both countable and uncountable with different semantic meanings and the dictionary shows this by denoting [c], and [u] for the countable and uncountable senses of such nouns respectively.

Table 3: Number and Percentage of Students' Use of the MLD in Classifying Nouns into Countable, Uncountable or Both.

Nouns	Responses in Actual Numbers and Percentages											
	Countable		Uncountable		Both Count. And Uncount.		Partially Correct Responses		Incorrect Responses (total)		Total Resp.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Water	3	10	22	73	5	17*	25	83	-	-	30	100
Equipment	23	77	4	13*	3	10	-	-	26	87	30	100
Idea	6	20*	22	73	2	7	-	-	24	80	30	100
Glass	17	57	7	23	6	20*	24	80	-	-	30	100
Music	8	27	17	57*	5	16	-	-	13	43	30	100
Total	57	38	72	48	21	14	(49)	(33)	(63)	(42)	150	100

* Correct Responses

The last word in this category is “Music”. The majority of students (57%) labelled it correctly as an uncountable. 27% said incorrectly that it is a countable noun and 16% said both countable and uncountable noun. The fact that the word exists only as one form, which is uncountable, could be the reason for most of the students to answer it correctly.

In general, 63(42%) incorrect and 49(33%) partially correct responses were recorded in this category out of 150 responses. Only 38 (25%) correct responses were recorded. So it can be safely said that the skill of the students in using the MLD to decide whether a noun is countable, uncountable or both is unsatisfactory, and their awareness of the dictionary as a source of such knowledge seems to be low.

4.1.4 Classifying Verbs into Transitive, Intransitive or both Using the Dictionary

As can be seen from table 4, five verbs which the subjects were to classify into transitive, intransitive or both were carefully selected from the dictionary. The verbs were given decontextualized lest the students could answer them by interpreting the structure of the sentence.

The first verb, “Rise”, was identified correctly by only 30% of the whole subjects involved in the study. 53% classified it as transitive and the rest 17% as both. A total of 70% incorrect responses were recorded with this verb.

The second verb, “Sing”, is given as both transitive and intransitive verb in the dictionary. But it was only 34% that could answer it correctly. 33% classified it as only transitive and the rest 33 percent as only intransitive.

It can be seen that 66% of the students were able to realize only one or the other feature of the verb. The third verb, “Die”, is correctly answered by 43%. 30% said that it is transitive and the rest 27% responded to it as both transitive and intransitive. A total of 57% incorrect responses are observed with this verb.

Regarding the fourth verb, “Select”, it was correctly responded to as transitive by 43% and 47% classified it as an intransitive and the rest 10% put it as both transitive and intransitive verb.

“Run” which is the last verb in this category was correctly identified as both transitive and intransitive by only 37%. 26% put it as transitive verb and the remaining 37% as an intransitive.

Of the total 150 responses in this category, a total 55 (37%) errors and 39 (26%) partially correct responses were recorded with this type of verb classification. There were a total of 56 (37%) correct responses.

This still shows that a considerable number of students do not seem to know how the dictionary treats the transitively, intransitively or both features of verbs.

Table 4: Demonstrates the Students' Use of MLD in Classifying Verbs into Transitive, Intransitive, or Both

Verbs	Responses in Actual Numbers and Percentages											
	Transitive		Intransitive		Both Tran. And Intransitive		Partially Correct Responses		Incorrect Responses		Total Responses	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rise	16	53	9	30*	5	17	-	-	21	70	30	100
Sing	10	33	10	33	10	34*	20	66	-	-	30	100
Die	9	30	13	43*	8	27	-	-	17	57	30	100
Select	13	43*	14	47	3	10	-	-	17	57	30	100
Run	8	26	11	37	11	37*	19	62	-	-	30	100
Total	56	37	57	38	37	25	(39)	(26)	(55)	(37)	150	100

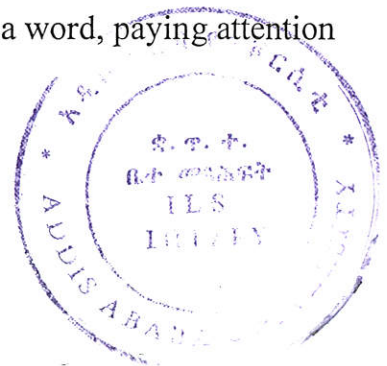
* Correct Response.

4.1.5 Classifying Words into Verbs, Nouns or Both

In this category, five words which the respondents have to classify into nouns, verbs or both were given (see table 5).

“Sharpen”, which is obviously a verb, is the first word in the category. One distinguishing feature of this word from the rest subsumed in this category is that it does not exist as a distinct entry in the dictionary. It is a run-on entry or a derivative under the entry “Sharp”. Probably because of this reason 20% of the respondents could not find the word and failed to respond to it in any way. 40% responded to it incorrectly and the rest 40% correctly. A considerable number of the students seems to have the difficulty in distinguishing between words which are given separate entries in the dictionary and words which appear as run-ons (derivatives).

The second word, “Frame” was correctly responded to as both a verb and a noun by 33%. 40% labelled it as only a noun, and 20% as a verb. The remaining 7% did not respond to it at all. It can be seen that the number of respondents answering “Frame” as a noun is greater than the number saying that it is a verb. This could be attributed to the fact that the dictionary they have consulted gives the noun entry of the word first and the verb entry of the word second. Most of the students do not venture to read on and know further about a word, paying attention only to the first entry.



The third word is “Chair”. The majority of the students (66%) labelled it as only a noun which is the first meaning given in the dictionary. Only 20% were able to correctly identify it as both a noun and a verb. 7% said that it is a verb and the rest 7% did not respond to it in any way. Similarly, the point that the majority of the students (66%) answered it as only a noun seems to indicate that the students pay attention to the commonest meaning, which is usually treated first in the MLD.

The fourth word which is “Kidnap” was correctly answered by the majority (57%) of the students. 23% answered that it is a noun, and 10% both a noun and a verb. The remaining 10% did not respond to it in any way. It can be seen here that “Kidnap” is entered in the dictionary only as a verb. It does not have more options of meaning. So , the majority of the students were fairly able to correctly identify it as a verb.

The last word in the fifth category is “Look”. In this case, too, the commonest meaning of the word which is provided in the first entry as a verb was answered by half of the students. 23% identified it as only a noun, the meaning in the second entry. Only 17% of the subjects were able to correctly identify it as both a noun and a verb. The remaining 10% did not answer it in any way.

In this category, a total of 22 (15%) incorrect responses and 62 (41%) partially correct responses are recorded. On the other hand, a total of 50 (33%) correct responses and 16(10%) unresponded are recorded (see table 5).

Table 5: Correct, Incorrect and Partially Correct Numbers and Percentage of Students Responses in Classifying Words into Nouns, Verbs or Both Using the MLD.

Words	Responses in Actual Numbers and Percentages																			
	Verb			Noun			Both Verb and Noun			Partially Correct Responses			Incorrect Responses			Unresponded			Total Responses	
	No.	%		No.	%		No.	%		No.	%		No.	%		No.	%	No.	%	
Sharpen	12	40*	6	20	20	6	20	-	-	12	40	6	20	30	100					
Frame	6	20	12	40	33*	10	33*	18	60	-	-	2	7	30	100					
Chair	2	7	20	66	20*	6	20*	22	73	-	-	2	7	30	100					
Kidnap	17	57*	7	23	10	3	10	-	-	10	33	3	10	30	100					
Look	15	50	7	23	17*	5	17*	22	73	-	-	3	10	30	100					
Total	52	35	52	35	20	30	20	(62)	(41)	(22)	(15)	16	10	150	100					

*Correct Responses.

4.1.6 Responses in Identifying the Meanings of Phrasal Verbs and Idioms

Idioms and phrasal verbs are relatively fixed expressions whose meaning do not usually reflect the meanings of their component parts (Benson, 1985). The contemporary learner's monolingual English dictionaries improve the treatment of phrasal verbs and idioms. Such an improvement could be of special benefit to those who are studying English as a second or foreign language (Benson, 1985).

In order to examine the potential of the students in identifying the meaning of phrasal verbs and idioms, five such examples were asked in category 6 (see table 6). To ease the difficulty of the idioms and phrases included, they were given in carefully set contexts.

To the first phrasal verb, "Pull round", only 20% identified its meaning correctly; 57% could not find the correct meaning and the rest 23% did not give any response. So it can be seen from this result that the majority of the subjects (57%) do not seem to know how to search for the meaning of the phrasal verb.

The results to the second phrasal verb, "Takes after", also seems to demonstrate a similar problem of the majority of the subjects. Only 23% of them answered the question correctly. 57% gave an incorrect response and the remaining 20% did not respond.

The third item, which is an idiom in this case, is “Grease the manager’s palm”. The problem here is rather worse than the preceding two cases. Only 17% answered it correctly. 53% failed to find the correct meaning and 30 percent of them failed to give any answer.

The fourth idiom is “Die with his boots on”. The result to this case also seems to signal the problem of students in finding the meanings of idioms. Only 17% were able to find its meaning correctly. 43% gave an incorrect response and the remaining 40% did not respond in any way. We can see here also that a remarkable number of the subjects could not locate the meaning of the phrase and gave wrong answers or left it unanswered.

The result to the fifth item, “Kill his rival in cold blood”, is the worst of all the results to the preceding items. Only 10% answered it correctly. The majority of the subjects (53%) failed to find the correct meaning, and 37% did not respond to it in any way.

In general, a total of 79 errors (53%) and a total of 45(30%) unresponded items were recorded. The total number of correct responses in this category is only 26 or 17% of the total responses.

This category, particularly, has shown the problem of the students in using the dictionary to find the meaning of phrases and idioms. Hornby (1974: xvi) writes

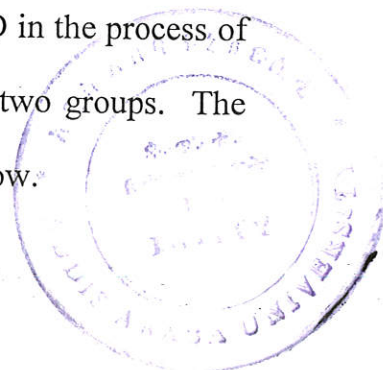
that, “To find an idiom, look for it in the entry for the most important word in the phrase or sentence (usually a noun, verb, adjective)”. But most of the students do not seem to know this principle and as a result their performances with this category have shown to be unsuccessful.

Table 6: Number and Percentage of Correct, Incorrect and Unresponded Items in the students’ Finding the Meaning of Phrasal Verbs and Idioms in the MLD.

Phrasal Verbs or Idioms	Responses in Actual Numbers and Percentages							
	Correct Resp.		Incorrect Resp.		Unresponded		Total	
	No.	%	No.	%	No.	%	No.	%
Pull-round	6	20	17	57	7	23	30	100
Takes after	7	23	17	57	6	20	30	100
Grease the manager’s palm	5	17	16	53	9	30	30	100
Died with his boots on	5	17	13	43	12	40	30	100
Kill his rival in cold blood	3	10	16	53	11	37	30	100
Total	26	17	79	53	45	30	150	100

4.2 Results from the Students’ and the Teachers’ Questionnaires

The questionnaires distributed to both the students and the teachers were designed to seek opinions and views regarding the use of MLD in the process of learning EFL, and to compare and contrast the views of the two groups. The responses from the two groups will be discussed separately below.



4.2.1 Results from the students' Questionnaire

As introduced above, the students' questionnaire was set to elicit as much information as possible regarding their views and frequencies of use of the MLD in learning EFL. As it can be seen in appendix 1, most of the questions were summarized and shown in percentages. More than half of the students (67%) said that they have their own dictionary. Of these, only 10 (50%) have monolinguals and the rest have both BLD and MLD and BLD. 33% said that they do not have their own dictionaries. Regarding their reasons for not possessing the dictionary, 50% said that it is expensive and 20% said that there is no pressure from their teachers to possess it. 10% said they have access to dictionaries in the library and the remaining 20% said that it is time consuming to use dictionaries.

Asked if the students read the introductory pages and appendices in the dictionary, 40% responded that they do and 60% said that they do not. Regarding how often the students use dictionaries, the majority of them (47%) said that they use the dictionary only "sometimes". Regarding "when" they use dictionaries, 40% said "while reading and writing" and the same percentage said any time they come across a difficult word.

Asked if the students use dictionaries to find information other than word meaning, the majority (60%) said that they do not and the remaining 40% said that they do.

Another important question asked was whether their teachers sometimes show them how to make an efficient use of the dictionary. 87% responded that their teachers do not do this and the rest 13% said that their teachers do.

The students were also asked to guess which words are greater in number in the dictionary giving certain initial alphabets. In this case, the number of correct guesses was greater than the incorrect guesses. But there were a considerable number of students who responded that “it is difficult to guess”.

Regarding their ability in guessing the location of 3 words in the dictionary: “butcher”, “tantalize”, and “laterite”, a considerable number of them were able to guess their locations”— (beginning 63%, last 50%, and middle 47%) respectively.

Asked if the students know the role of “guidewords” in the dictionary and if they make use of them in finding a word, 57% said that they do not know their uses and 43% said that they do.

To the last question, 63% said that they use dictionaries only during pressing conditions, and the rest 37% said that they use dictionaries not only when confronted with unavoidable situations, but also at any other time.

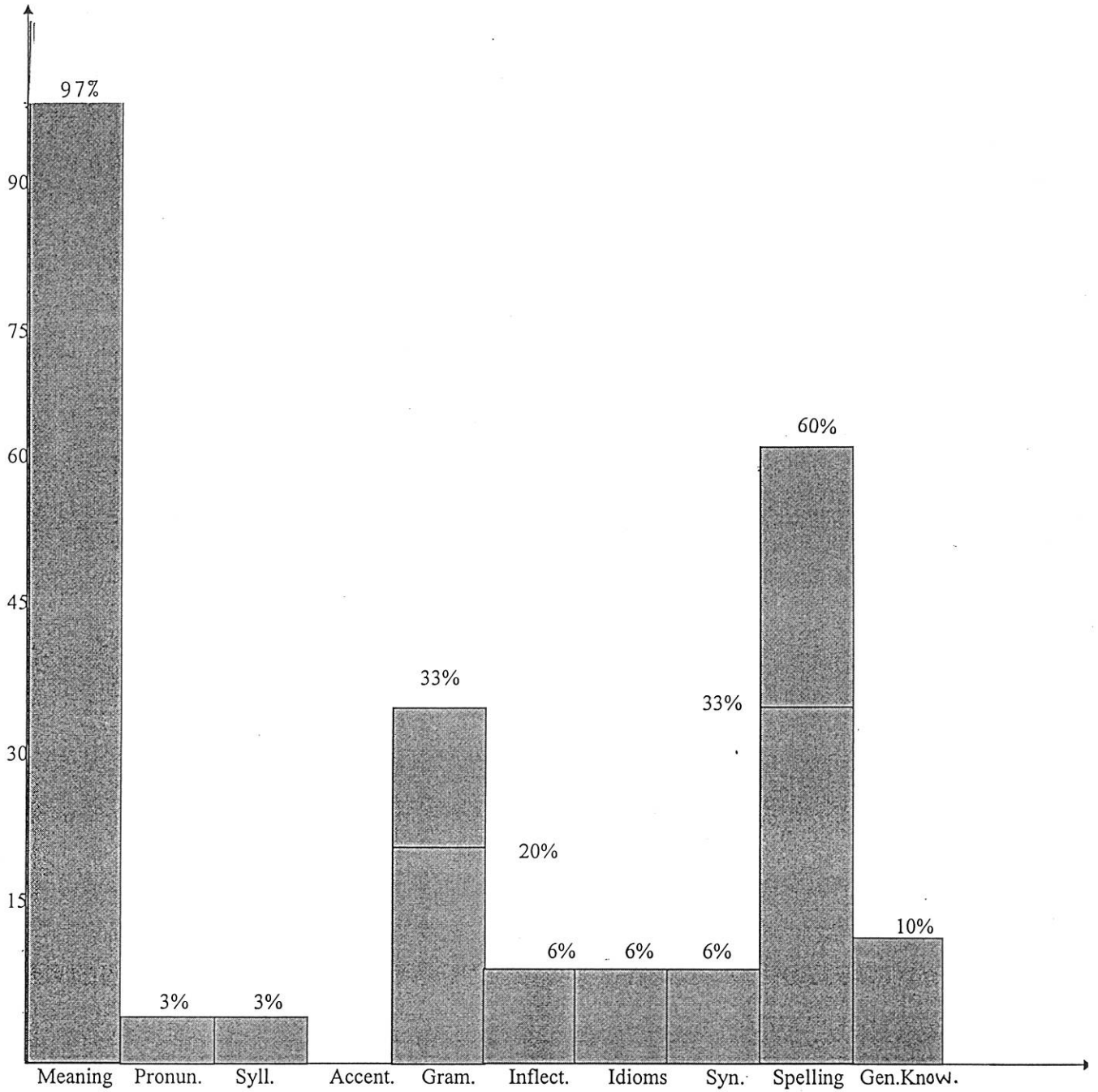
In the questionnaire, students were also asked to point out their acquaintances out of 10 uses of the MLD and rank-order them. As indicated in

graph 1, the highest percentage of students (97%) said that they use the dictionary to learn the meaning (or definition) of words. This is followed by spelling (60%) and then by both spelling and grammar (33%). It can be seen that the attention of the students to the other uses of the dictionary such as pronunciation, accentuation, syllabication, inflection, meaning of idioms and so on, is negligible.

Regarding the results to the other items in the students' questionnaire, we can look at some salient responses. A considerable number of students does not seem to have a dictionary of their own, and even those who have, it is only 50% of them that claimed to possess the MLD. Another important point is that 87% of the subjects said that their teachers do not even sometimes try to show them how to use the MLD effectively. This had been proved by the results of the students' performance in the test. The students were also found to be least users of the information at the introductory pages and appendices of the dictionary and the guidewords that help to find a word quickly. Only 40% said that they read the introductory pages and appendices and 43% said they use guidewords to quickly locate a word in the dictionary.

On the whole, the majority of students (63%) said that they use dictionaries only when they are compelled to do so. In other words, they turn to the dictionary when they come across unavoidable problems in word meaning.

Percentage
100



Graph 1. Percentage of Rank-Ordered Responses to the Use and Acquaintance of Students with 10 Aspects of the MLD.

4.2.2 Results from the Teachers' Questionnaire

The items in the teachers' questionnaire were basically set to elicit opinions of the English teacher regarding the roles of dictionaries in learning EFL. Among the many questions, the teachers were asked if they recommend their students to use dictionaries; when and how should their students use dictionaries; which type of dictionary they think is more important for students at grade 11 level; if they sometimes train their students in effective use of dictionaries; and more importantly, to rank-order 10 uses of dictionaries which they think their students are familiar with and pay most attention to.

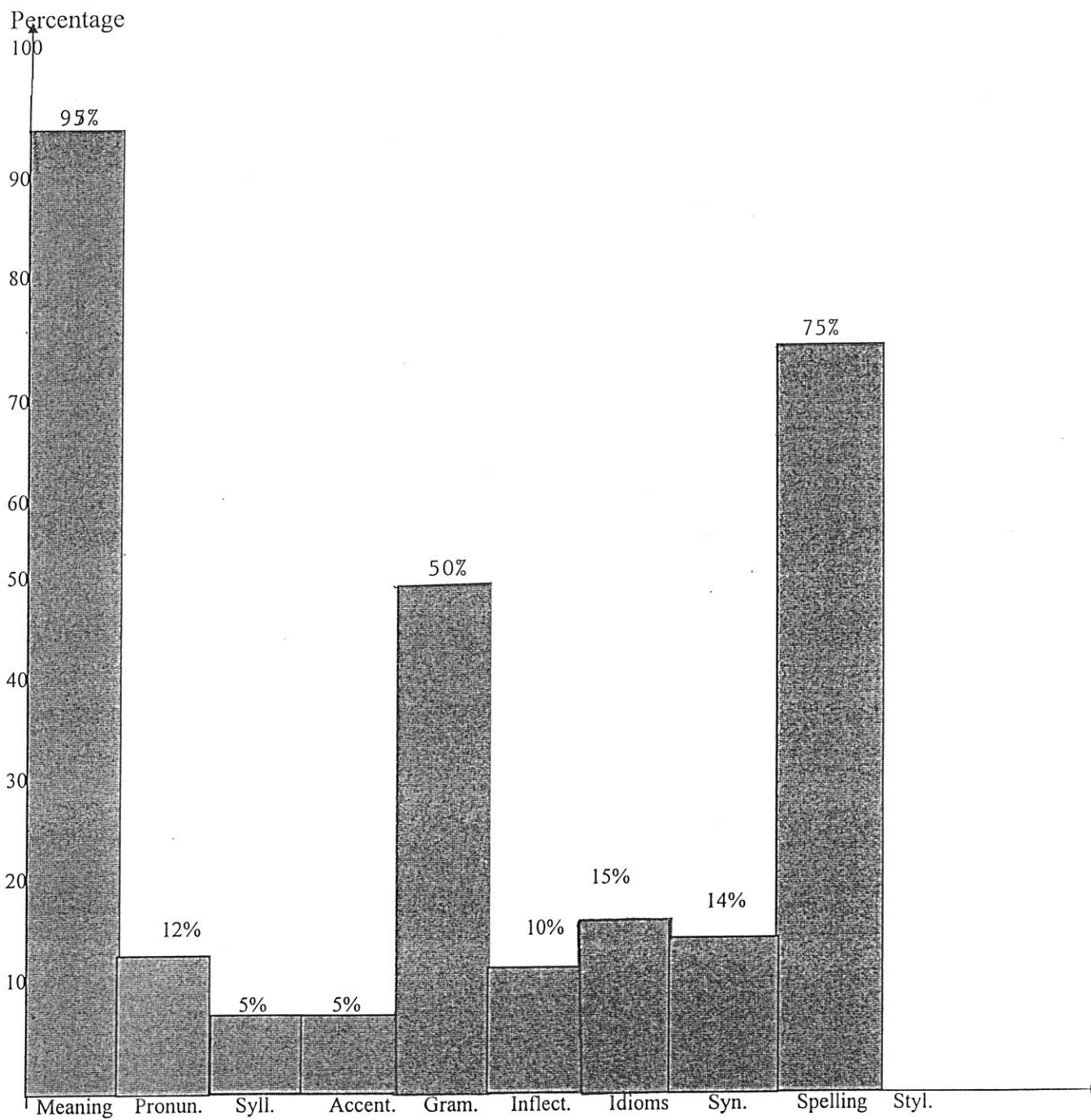
The findings from the questionnaire (see appendix 2) show that the teachers themselves have a narrow view of the use of the dictionary. Of course, 75% of them recommended that students should use dictionaries in learning EFL. But when asked when and how often students should use dictionaries, 73.3% said that students should use dictionaries when "they come across difficult words." Only 13.3% seemed to have a broader view of the dictionary. They said that students need to turn to dictionaries when "they face difficulties in meaning, grammar, pronunciation, spelling etc." This seems to agree with what Carter and McCarthy (1988) say that the image of the dictionary as a source of "encyclopedic" information is overlooked.

The majority of the teachers (85%) said that students are not acquainted with the wide ranging use of MLD. When this result is compared with the response to item "7" —"Do you provide your students with tasks that call for dictionary skill?"

65% said that they do not and the rest 35% said they do. So, there seems that there is a discrepancy between the teachers' observation of the students' problem and their actual effort to address the problem. Asked about the type of dictionary they prefer for students at grade 11, 80% said "monolingual" dictionary. And when asked to identify any problem their students are likely to have in using MLD, 30% said that it is "difficult to use", 20% said "it is tiresome to find words" and other 10% said that "students have a narrow view of it".

So from these responses of the teachers to the questionnaire, it seems that they realize the significance of MLD in learning EFL and the practical problems their students are likely to have in manipulating it. But they do not seem to make an effort to help their students deal with the dictionary successfully.

In item number "8" the teachers were also asked to reflect on the various uses of the MLD they think their students use and pay most attention to and rank-order their responses. A more or less similar ranking response with that of the students was obtained (see graph 2). Meaning is ranked first with 95% and spelling second with 75%. Next comes grammar and idioms with 50% and 15% respectively. These show that the teachers realize their students know little about the other uses of the MLD, but they (teachers) hardly make efforts to inform their students about the other uses of dictionaries (see appendix 2 item No.7).



Graph 2. Rank-Ordered View of Teachers on Their Students' Acquaintance with and Uses of 10 Aspects of the MLD (Shown in Percentage).

4.3 Results from the Observation

There is a common belief among applied linguists and teachers that if the MLD is to be a proper aid in learning EFL, without distracting the readers' thought and concentration on what they are reading and writing, students should be able to trace the word they look up in the dictionary in the possible shortest time. For example, according to Rauf (1990: 129), "It should take no more than 20 or 30 seconds to find a word [in the dictionary]". But as it can be seen from table 7, most of the students included in the observation tasks were not able to find the words given within or even near the time stated above.

If we take for instance, the first word, 'Wilderness', it was only one student (10%) who could find the word in a reasonably shorter time, or time nearer to what Rauf has suggested above. The second word, "Bewilderment" seems to have posed great difficulty for the students. 4 students (40%) could not find it altogether, and the rest 6 (60%) were able to locate the word but in an extended time - in a much longer time than the one set by Rauf. The problem of the students with this word could be attributed to a similar reason identified in the test part that words not given a separate entry in the dictionary are not usually found easily (see the explanation for "Son-in-law", "Equipment" and "Sharpen" at 4.1.2, 4.1.3 and 4.1.5 respectively). "Bewilderment" is not given as a distinct entry in the dictionary the students referred to and that could be the reason why some took many more seconds and others could not find it at all.

The third word, “Hobble”, could not also be found quickly. Almost all of the students took a much more time than what is suggested as effective and standard.

Similarly, the fourth word, “Grumble”, was traced by all the ten subjects. But most of them took a relatively longer time. There is, of course, an improvement in the students’ speed with this word. Three students (30%) found the word in less than 40 seconds time, with one (33 seconds) which is much nearer to the time recommended by Rauf (1990).

The fifth word, “Kindle”, was located correctly by all of the students, but still in more than 30 seconds. In this case, too, two students (20%) were successful in locating the word in a time much nearer to 30 seconds.

The sixth word, “Forsake”, was found by 10 of the subjects. One student (10%) was able to find it in less than 30 seconds and two (20%) other students in a little more than 30 seconds — in 32 and 35 seconds.

The seventh word, “Trammel,” was located by 9 students. But except two students (20%), the rest needed more than 35 seconds to locate the word.

“Mettle”, the eighth word, was located by two students within the time stated by Rauf (1990). One was able to find it in 30 seconds and the other in a more improved time, 19 seconds. The rest did not meet the recommended time.

“Ointment” was traced in a relatively shorter time by some three students (30%) — in 32, 29 and 35 seconds. The last word “Surmountable” was located by only seven students, but in a much more extended seconds. Similar to the second word, “Bewilderment”, “Surmountable” is not given as a separate entry. It is to be found under the distinct entry—bewilder. So, it could be because of this complication that the three students failed to trace the word in the dictionary.

Table 7: Time (in seconds) Consumed by 10 Students to Find 10 Words each from the OALDCE.

No.	Words to be located in OALDCE	Time (in seconds) Taken by Each of the Students to Trace the Words from the OALDCE									
		1	2	3	4	5	6	7	8	9	10
1	Wilderness	55	40	50	37	42	33	60	63	53	46
2	Bewilderment	-	46	57	40	-	52	-	66	60	-
3	Hobble	49	50	62	39	47	41	57	53	49	58
4	Grumble	37	43	45	47	38	52	54	33	59	41
5	Kindle	42	39	31	51	48	33	45	40	38	55
6	Forsake	47	27	50	35	55	39	32	52	43	60
7	Trammel	59	43	39	35	35	47	40	48	-	50
8	Mettle	39	30	44	52	54	19	51	37	59	42
9	Ointment	53	32	40	29	50	37	47	44	35	42
10	Surmountable	61	56	62	49	59	50	-	55	-	-

From these results and from what was observed while the students were consulting the dictionary to search for the words given above (table 7), it can be said that most students do not seem to know the strategy to find a word quickly. Mike and Smith (1990: 19) write that before students open the dictionary to find a word,

“they have to think about it: where will the word be? Will it be in the back? In the middle? At the front?” Some of the students do not, however, seem to think like this. Some were trying to turn page by page instead of many pages at a time to find a word.

The other observation was that only a few students were trying to make use of guide words to locate the words asked. Most do not seem to pay attention to these guiding words.

Some of the students also seem to have difficulty in finding words that are treated as derivatives (or run-on entries) in the dictionary. This same problem is identified in the performance of the students in the test. So, Nuttal’s (1996: 72) statement, “some students take ages to find a word in the dictionary... particularly if their L₁ does not use the same alphabet as the foreign language,” seems to work with these students.

4.4 General Discussion

The study showed that grade 11 students at Kokebe Tsibah Comprehensive Secondary School seem to benefit very little from the MLD. The findings seemed, as indicated in the result section of this chapter, to support the statement that grade 11 students at the aforementioned school lack the proper skills and practices in using the dictionary as one source of linguistic information.

They seemed to have a narrow view of the monolingual learner's dictionary considering that it is a mere "storehouse" or "repository" of the meanings of words and a means of checking the spelling of hard words. In other words, the use of the MLD as one reliable and self-study source of knowledge—containing a wide range of linguistic information does not seem to have been brought to the attention of the students.

This has been shown by almost all the results of the three instruments employed to gather the necessary pieces of information from the subjects involved in the study. The results obtained from almost all the activities in the test showed that the students were not competent enough in manipulating the dictionary for various pieces of linguistic information asked. In the first category (see table 1), the majority of the students were not able to identify the correct entry number of the words except for "Plain" and their correct parts of speech. "Plain" which has relatively fewer number of entries than the other four words was correctly answered by most of the students.

One important result obtained in the first category is that the number of correct responses for the entry number and for the parts of speech do not match except with "sound" for which there are the same number of responses to both parts: 33% correct responses for the entry number and 33% correct responses for the parts of speech (see table 1). With the other four words, there is no such compatibility between the responses for the entry number and for the parts of speech. This result

indicates that probably there are some students who do not know that the parts of speech are given at the entry number they identify for a word.

In the second category, whereby students were required to find the plural forms of some irregular nouns, it was found that most of them could not identify the correct plural forms. Here a total of 74 incorrect and 38 correct responses were recorded. The remaining 38 did not respond at all. It can, therefore, be seen that there is a wide difference between the total correct and incorrect responses.

The results in the third category also revealed the incompetence of the students in using the MLD. Most of the students could not still identify correctly the countability, uncountability or both features of the nouns provided. One point worth discussing here is that nouns that can be both countable and uncountable with different senses of semantic meanings are not noticed. The students tend to know one or the other sense of the word. Usually they know the common sense of the noun. This is seen with “Water”, which is obviously an uncountable noun according to its common semantic meaning.

Another notable result observed in the third category is that “Equipment” which has only one feature— uncountable, could not be responded to correctly by a great majority (87%) of the students. This could still be attributed to the fact that unlike the other four nouns, “Equipment” is not entered in the dictionary as a separate entry. It is a run-on entry under equip.

A considerable number of students was also observed to have difficulty in classifying verbs into transitive, intransitive or both in category four. Especially those verbs that can appear as both features were not identified by some students.

In the fifth category, there is another important finding. Except with “Kidnap”, the percentage of correct responses to the other four words is less than 50% (see table 5). This could, similarly, be attributed to the fact that the first word, “Sharpen” is entered as a derivative (run-on) under “Sharp” and the other three words appear as both a noun and a verb. The students seem to concentrate on only one class of the word—usually on the one which is indicated first in the dictionary.

Still another important result is obtained from category 6 whereby the students were asked to find the meanings of phrasal verbs and idioms. Their performance with the items subsumed in this category showed clearly the difficulty of the students in using the dictionary. A total of 79 incorrect responses and a total of 45 unresponded items were recorded. Only 26 correct responses were obtained.

The possible reason for this may be that the students do not know how to find the meanings of phrasal verbs and idioms. They may not know that the meanings of such phrases are found under the main (head) words in the phrase.

The results of the students’ questionnaire also seemed to strengthen the assumption that for students the “dictionary is basically an inventory of words with their glosses” (Bejoint, 1988: 199). There seemed from the findings that there was

no expectation on the part of the students to find anything other than meanings and, of course, spellings in the dictionary. The other pieces of linguistic information seemed to be overlooked or unknown altogether.

This had been proved by the results obtained from the students' questionnaire when they were asked to point out and rank-order their acquaintances with of 10 uses of the MLD. As can be seen in graph 1, 97% of them ranked meaning first followed by spelling (60%) and grammar and spelling (33%). The other uses of the dictionary subsumed in the questionnaire were given little or no attention by the students. This probably reasons out why most of the students were not successful in finding the meanings of idioms (see table 6) and the grammatical information of certain words (see tables 1,2,3,4, and 5).

A similar rank-order of 10 uses of the MLD was obtained from the teachers' questionnaire. Asked to indicate and rank-order the uses of the dictionary which they (teachers) think their students are familiar with, 95% of them ranked meaning first with 75% spelling second and with 50% grammatical information third.

The results obtained from the observation had also revealed the problem of the students on one aspect of dictionary skill—the speed to locate a word. As indicated in the previous section of this chapter, some applied linguists suggest that students should be able to find a word in a dictionary in 20 or 30 seconds time in order to keep pace with their readings successfully (Rauf, 1990).

But most of the students were observed to have taken more seconds than what is suggested by Rauf. Particularly, the location of the two words in the list, “Bewilderment” and “surmountable” seemed to cause difficulty for some students to the extent that they could not find them at all. The possible reason for this is that some student do not seem to know that some words in the dictionary are given as run-on entries.

On the whole, all the results obtained from the three instruments seem to indicate that grade 11 students at Kokebe Tsibah Comprehensive Secondary School do not have a wider view of the pedagogic uses of the MLD, and they lack the proper dictionary skills. As a result, they do not get the most out of the MLD.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The research was conducted in order to show the pedagogic value of MLD in learning EFL and explore how much high school students, with special reference to grade 11 students at Kokebe Tsibah Comprehensive Secondary School, benefit from such dictionary.

On the basis of the results obtained from the three instruments and discussions made on the results, the following conclusions and recommendations are given:

5.1 Conclusions

1. The benefit that government owned high school students in general and grade 11 students at Kokebe Tsibah Comprehensive Secondary School in particular gain from the MLD in learning EFL is very limited. The dictionary for them seems to be a list of words with their meanings to which they refer only in times of difficulty. In other words, there is a general tendency for the students to assume the dictionary as a mere “storehouse of words and their glosses”, giving little or no attention to the other aspects of the dictionary.

2. The students seem to turn to the dictionary only when they are confronted with problems in word meaning. They seem to see the dictionary as only a problem-solver device rather than as a pedagogic tool to reduce in advance the occurrence of different linguistic problems.
3. The majority of students do not seem to understand the way the MLD treats the various grammatical information that come following an entry. Some do not seem to know the codes, symbols and abbreviations it uses.
4. Many students seem to have difficulty in finding a word in the dictionary when it is not given as an entry word in the form they meet it in their reading.
5. Teachers of English also seem to give little or no attention to the roles of MLD in the process of leaning and teaching EFL. Even though they appear to realize that their students are poor in using the dictionary, they do not seem to devote some parts of their programmes to coach their students on how to make an effective use of the MLD.
6. A considerable number of students also seems to have difficulty in selecting from a dictionary the meaning of a word that is appropriate in a given context.
7. The students also do not appear to consciously read the front-matters and appendices of the dictionary which are meant to ease the difficulty in using the MLD.
8. Finally, students are observed to have difficulty in tracing a word as quickly as possible. Most do not realize the importance of guide words provided at the top page of the dictionary.

5.2 Recommendations

The conclusions discussed above call for some recommendations that could be practised to enhance the students' skill in using the MLD, and as a result improve their learning of EFL using it. These recommendation include,

1. Teachers should make maximum effort to inculcate in the minds of their students that a good dictionary such as, the OALDCE or/and the LDCE, is much more than a guide to spellings and meanings. In other words, to understand the real value of the MLD, students should be informed about what it is intended to do and how it does that.
2. Teachers should make an effort to show their students how inflected forms of nouns, verbs, adjectives and adverbs can be located under their respective entry words.
3. In order to find out what the various symbols and codes indicated in the dictionary denotes and effectively exploit it, the students should be encouraged to carefully read the often extensive front-matters and appendices of the dictionary so that they could familiarize themselves with the abbreviations and coding systems it uses. The students need to be introduced to the parts that precede and follow the body of the dictionary.
4. In order to minimize their problems in pronunciation, the high school students should be familiarized with the English phonetic notations which will later enable them to use the MLD independently for this information. This would help to reduce the awkward pronunciation of some students observed even at the tertiary levels.

5. Teachers should train their students how to get the meanings of idiomatic expressions and phrasal verbs in which some words are commonly used.
6. Teachers should also train their students how to trace the location of a word within the possible shortest time through the use of guide words.
7. Providing practice in which the students select from a dictionary the meaning of a word that is appropriate in a given context would also help to develop the ability of students to use the right word in the right situation.
8. Students should be helped in finding the various definitions of a word that may be used as different parts of speech.
9. Materials writers and syllabus designers are also recommended to include different tasks in the English course books that call for various dictionary skills.
10. Students should generally be encouraged to use dictionaries not only when they are forced to do so but at any other time as well. They should be enlightened with Johnson's words of advice, as cited by Wykoff (1962: 360), "Give your days and nights to a wise study of your dictionary."

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APPENDIX 1

SUMMARY OF STUDENTS' QUESTIONNAIRE

Item Nos. in the Questionnaire	Responses	No. of Respondents	Percentage of Respondents	Total Response	
				No.	%
1	Yes	20	67	30	100
	No	10	33		
2	Monolingual	10	50	20	100
	Bilingual	5	25		
	Both	5	25		
4	Expensive	5	50	10	100
	No pressure from teachers	2	20		
	Access in the library	1	10		
	Time consuming to use it	2	20		
5	Yes	12	40	30	100
	No	18	60		
6	How to use the dictionary	8	67	12	100
	To know different symbols	2	17		
	Preposition and verb patterns	2	16		
Last pages (appendices)	General knowledge	4	33	12	100
	Prefixes and suffixes	3	25		
	Abbreviations	2	17		
	Punctuation	3	25		
8	Several times	10	33	30	100
	Occasionally	5	17		
	Sometimes	14	47		
	I do not know	1	3		
9	While reading	4	13	30	100
	While writing	2	7		
	While reading and writing	12	40		
	Whenever I confront hard words	12	40		
10	Yes	12	40	30	100
	No	18	60		

continued

Item Nos. in the Questionnaire	Responses	No. of Respondents	Percentage of Respondents	Total Response	
				No.	%
11	Yes	4	13	30	100
	No	26	87		
12	P	18	60	30	100
	Q Difficult to guess	- 12	- 40		
12.2	S	22	73	30	100
	J Difficult to guess	- 8	- 27		
12.3	W	18	60	30	100
	Y Difficult to guess	4 8	13 27		
13	Last	5	17	30	100
	Middle	5	17		
	Beginning	19	63		
	Difficult to guess	1	3		
13.2	Last	15	50	30	100
	Middle	8	27		
	Beginning	2	6		
	Difficult to guess	5	17		
13.3	Last	7	23	30	100
	Middle	14	47		
	Beginning Difficult to guess	5 4	17 13		
14	Yes	13	43	30	100
	No	17	57		
15	Correct	11	85	13	100
	Incorrect	2	15		
16	During pressing conditions only	19	63	30	100
	Not only when confronted with pressing conditions	11	37		

APPENDIX 2

SUMMARY OF TEACHERS' QUESTIONNAIRE

Item No. in the Questionnaire	Responses	No. of Respondents	Percentage of Respondents	Total Response	
				No.	%
1	Yes	15	75	20	100
	No	5	25		
2	When they come across difficult words (in meaning)	11	73.3	15	100
	During difficulty in word meaning, grammar, pronunciation, spelling	2	13.3		
	Whenever they read for comprehension	2	13.3		
3	Because they do not learn from context	1	20	5	100
	Because they will misunderstand meanings of words in the sentence	2	40		
	Because they have to learn through guessing	2	40		
4	Yes	3	15	20	100
	No	17	85		
5	Monolingual	16	80	20	100
	Bilingual	-	-		
	Both	4	20		
5.1 Monolingual	It enriches skills and vocabulary power	13	81	16	100
	To learn more about English	2	13		
	To avoid L ₁ interference	1	6		
6	Yes	16	80	20	100
	No	4	20		
7	Yes	6	35	16	100
	No	10	65		
9	Yes	8	40	20	100
	No	12	60		
10	Yes	18	90	20	100
	No	2	10		
12	Difficult to use	6	30	20	100
	Tiresome to find words	4	20		
	Narrow view of it	2	10		
	No response	8	40		

APPENDIX 3

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

A Test for Grade 11 Students to Be Answered Using a Dictionary (OALDCE)

Purpose of the test

Dear student,

The purpose of this test is to see the SKILL, POTENTIAL, and AWARENESS of grade 11 students in using the English-English (monolingual) dictionaries as one reference (source) material in your learning English as a foreign language. It has no other purpose. You are, therefore, kindly requested to answer all the questions.

Thank you

Fikre G/Kidan

- I. Look up in your dictionary the words underlined in the sentences below. For each word, write down
- the NUMBER OF THE CORRECT ENTRY for the word as used in the context in which you find it.
 - what PART OF SPEECH it is.

Example They bank their profits every month.

Entry number 4 part of speech verb.

Remember that parts of speech are, noun, verb, adverb, adjective, preposition etc.

1. He is given a post as a manager of the company.
entry number _____ part of speech _____.
2. The words the author used in his book are very plain.
entry number _____ part of speech _____.
3. Cargos transported by sea are kept in the hold.
entry number _____ part of speech _____.
4. Parents normally will their properties to their children before they die.
entry number _____ part of speech _____.
5. The conclusion that they have reached at appears to be sound.
entry number _____ part of speech _____.

II. Using your dictionary, write the correct PLURAL FORMS of the words provided below.

1. datum _____
2. son-in-law _____
3. serum _____
4. bacillus _____
5. chateau _____

III. Which of the following nouns are COUNTABLE, NON-COUNTABLE, or BOTH COUNTABLE AND NON-COUNTABLE. Refer to your dictionary.

1. water _____
2. equipment _____
3. idea _____
4. glass _____
5. music _____

IV. Using your dictionary, decide whether the following verbs are TRANSITIVE, INTRANSITIVE or BOTH TRANSITIVE and INTRANSITIVE.

1. rise _____
2. sing _____
3. die _____
4. select _____
5. run _____

V. Using your dictionary, decide whether the following words are NOUNS, VERBS or BOTH VERBS and NOUNS.

1. sharpen _____
2. frame _____
3. chair _____
4. kidnap _____
5. look _____

VI. Find out in your dictionary the meaning of the PHRASAL VERBS and IDIOMS underlined below.

1. This tablet may pull you round.

2. She takes after her grandmother.

3. The man greased the manager's palm to get a better job.

4. He died with his boots on.

5. He killed his rival in cold blood.

APPENDIX 4

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

A QUESTIONNAIRE TO BE FILLED OUT BY GRADE 11 ENGLISH
TEACHERS

Purpose of the questionnaire:

Dear teacher,

The purpose of this questionnaire is to find out your views and your students commonly observed attitudes to the use of monolingual dictionaries, such as the Oxford Advanced Learner's Dictionary of Current English and Longman Dictionary of Contemporary English, (OALDCE and LDCE) in the teaching and learning of English as a foreign language. Therefore, the researcher kindly requests you to give GENUINE and FRANK responses to the questions below.

Thank you.

Fikre G/Kidan

Instruction: Respond to the following items either by ticking (✓) in the appropriate boxes according to your preferences or by writing short answers in the spaces provided.

1. Do you recommend that your students should use monolingual dictionaries such as OALDCE and LDCE in learning English?

Yes

No

2. If your answer to number "1" is "yes", when and how should your students use such dictionaries?

3. If your response to number "1" is "no", what is your reason?

4. Do you think your students know and are acquainted with the wide-range of information contained in monolingual dictionaries, apart from giving definition?

Yes No

5. Which type of dictionary do you think is more important to grade 11 students?

Monolingual Bilingual

Why? (Specify) _____

6. Do you think that training students with dictionary reference skills is important?

Yes No

Why? (Specify) _____

7. If your answer to question number "6" is "yes", do you provide your students with activities (exercises) that call for dictionary reference skills?

Yes No

8. Which use of the monolingual dictionary do you think YOUR STUDENTS pay most attention to? (Please rank-order your responses starting from 1 for which you think your students use most to 10 for which they use least. Write the numbers in the boxes. If you think your students do not know any use of the items below, mark it 'x'.

1. definition (meaning) of unfamiliar words
 2. syllable division
 3. spelling of difficult words
 4. pronunciation
 5. grammatical information (plural, countable...)
 6. stylistic (usage) information (formal, informal,...)
 7. synonyms
 8. meaning of idioms
 9. to know where a word is stressed/accented
 10. to check the paradigm (inflection) of a word (eg., -ing, -ed, -er, -ment, etc.)
9. Do you ever tell your students to use "guide words" in dictionaries to locate a word as quickly as possible?
- Yes No
10. Do you yourself have a high regard for the use of monolingual dictionaries as a reference material in the teaching and learning of English?
- Yes No
11. Why? _____

12. Identify any problem or wrong belief (attitude) your students are likely to have to monolingual dictionaries.

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ-ምረቃ መርሃ ግብር
የውጭ ቋንቋዎችና ስነ-ፅሁፍ ትምህርት ክፍል

በአስራ አንደኛ ክፍል ተግሪዎች የሚሞላ መጠይቅ

የመጠይቁ አላማ

የተከበርክ/ሽ ተግሪ

የዚህ መጠይቅ ዋና አላማ የከፍተኛ ሁለተኛ ደረጃ በተለይም የአስራ አንደኛ ክፍል ተግሪዎች እንግሊዝኛ-እንግሊዝኛ መዝገበ ቃላትን /English monolingual dictionary/ በመግር ሂደት ውስጥ እንደ አንድ የማገናዘቢያ መጽሐፍ /reference material/ የመጠቀም ልምድና ባህል እንዲሁም በመዝገበ ቃላት ያላቸውን አጠቃላይ አመለካከት ለመዳሰስና ጥናት ለማካሄድ ነው። በሌላ አነጋገር የአስራ አንደኛ ክፍል ተግሪዎች ከእንግሊዝኛ እንግሊዝኛ መዝገበ ቃላት ምን ያህል ይጠቀማሉ የሚለውን ጥያቄ ለመመለስ የተዘጋጀ ነው። በዚህ መጠይቅ ለሚቀርቡት ጥያቄዎች ትክክለኛ ወይም ትክክለኛ ያልሆነ መልስ የላቸውም። በመሆኑም መጠይቁ በመደበኛ ትምህርት/ሽ ምንም ዓይነት አሉታዊ ተጽእኖ የሌለውና በመዝገበ ቃላት አጠቃቀም የሚታይ ችግር ለማጥናት የተዘጋጀ መሆኑን ተገንዝበህ/ሽ ጥናቱ ውጤታማ ይሆን ዘንድ ለጥያቄዎቹ ግልጽና ነጻ በሆነ መንገድ መልስህን/ሽን እንድትሰጥ/ጭ አስቀድሜ እጠይቃለሁ።

አመሠግናለሁ
ፍትሪ ገ/ኪዳን

የሚከተሉትን ጥያቄዎች በጥንቃቄ ካነበብክ/ሽ በኋላ በምርጫህ/ሽ መሰረት በተሰጡት ክፍት ቦታዎች የ “ ” ምልክት በማድረግ ወይም አጭር መልስ በመስጠት መልስ/ሽ

1. የራስህ/ሽ የሆነ መዝገበ ቃላት አለህ/ሽ?

አዎ አለኝ

የለኝም

2. በተራ ቁጥር 1 ለተሰጠው ጥያቄ መልስህ/ሽ አዎ ከሆነ መዝገበ ቃላቱ እንግሊዝኛ-እንግሊዝኛ ነው ወይስ እንግሊዝኛ አማርኛ?

እንግሊዝኛ-እንግሊዝኛ

እንግሊዝኛ-አማርኛ

ሁለቱም

3. የመዝገበቃላትህ/ሽ /dictionary/ አርእስት/ስም ምንድነው?

4. የራስህ/ሽ የሆነ መዝገበ ቃላት ከሌሊህ/ሽ ምክንያቱ ምንድነው?

ዋጋቸው ውድ ስለሆነ

ቤተ መጻሕፍት / Library / ገብቼ ልጠቀም ስለምችል

መዝገበ ቃላት መጠቀም ብዙ ጊዜ ስለሚጠይቅ

እንግሊዝኛ ለመማር ብዙም ስለማይጠቅም

ሌላ ምክንያት ካለህ/ሽ _____

5. መዝገበ ቃላት ውስጥ በመግቢያ /መጀመሪያ/ እና መጨረሻ ያሉትን ገጾች ታነባቸዋለህ/ታነቢያቸዋለሽ?

አነባቸዋለሁ

አላነባቸውም

6. የምታነባቸው /የምታነቢያቸው ከሆነ ከነዚህ የመዝገበ ቃላት ክፍሎች /ገጾች/ ምን ጥቅም ታገኛለህ? / ታገኚያለሽ?

ከመግቢያ /መጀመሪያ/ ገጾች _____

ከመጨረሻ /Index/ ገጾች _____

7. ብዙውን ጊዜ መዝገበ ቃላት ምን አይነት መረጃ ለማግኘት ትጠቀማለህ/ ትጠቀሚያለሽ? ለሚከተሉት የመዝገበ ቃላት ጠቀሜታዎች በምርጫ/ሽ መሠረት በቅደም ተከተል ቁጥር በመስጠት አመልክት/ቺ። በብዛት የምንጠቀምበትን “1” በመስጠት ጀምር/ሪ። ከተዘረዘሩት ምርጫዎች መዝገበ ቃላትን የማትጠቀምባቸው/ሚባቸው ካሉ የ”X” ምልክት በተሰጠው ክፍት ቦታ አስቀምጥ/ጪ።

- የማላውቀውን ቃል ወይም ሀረግ ትርጉም ለማወቅ
- የቃላትን አነባበብ /pronunciation/ ለማወቅ
- አንድ ቃል በክፍለ ቃል /syllable/ የት ሊከፈል እንደሚችል ለማወቅ
- የእንግሊዝኛ ስዋሰውና /Grammar/ አጠቃቀም /usage/ ለማወቅ
- የአንድ ቃል ቅጥያዎች/inflections eg. ed., -er, -ance/ ለማወቅ
- የዘይቤያዊ ንግግሮች /idiomatic expressions/ ትርጉም ለማወቅ
- አንድ ቃል የት ጠብቆ መነበብ እንዳለበት ለማወቅ
- ተመሳሳይ ቃላት ለማግኘት
- የከባድ ቃላትን አጻጻፍ /spelling/ ለማወቅ
- ለጠቅላላ እውቀት /Chemistry, Physics, Geography etc.)
- ለሌላ ጥቅም /ምን እንደሆነ ግለጽ/ጪ _____

8. መዝገበ ቃላትን ከጊዜ አንጻር እንዴት ትጠቀማለህ/ትጠቀሚያለሽ? የምትጠቀምበትን/የምትጠቀሚበትን የጊዜ ድግግሞሽ በምርጫ/ሽ መሠረት “√” ምልክት በመስጠት አመልክት/አመልክቺ።

- በጣም አልፎ አልፎ
- አንዳንድ ጊዜ
- ብዙ ጊዜ
- አላውቀውም

9. መዝገበ ቃላትን መቼ ትጠቀማለህ?/ትጠቀሚያለሽ?

በማኅበብ ባለቤት ጊዜ

በምጽፍብት ጊዜ

በማኅበብ ባለቤትና በምጽፍብት ጊዜ

ከባድ ቃል በሚያጋጥመኝ ጊዜ

በሌላ ጊዜ /ምን እንደሆነ ግለጽ/ግለጩ _____

10. መዝገበ ቃላት የከባድ ቃላትን ትርጉም ለማወቅ ከምትጠቀምበት/ ከምትጠቀሚበት ውጪ ሌላ መረጃን /information/ ለማግኘት ትጠቀማለህ?/ትጠቀሚያለሽ?

አዎ

አልጠቀምም

11. የእንግሊዝኛ ቋንቋ አስተማሪህ/ሽ መዝገበ ቃላትን እንዴት በቀላሉና በቀለጠፈ ሁኔታ መጠቀም እንደሚቻል አንዳንድ ጊዜ ያስተምሩሃል?/ሻል?

አዎ

አያስተምሩኝም

12. በአንድ እንግሊዝኛ እንግሊዝኛ መዝገበ ቃላት ውስጥ ከሚከተሉት ቃላት በቁጥር የትኛቹ የሚበልጡ /የሚበዙ/ ይመስልሃል?/ይመስልሻል? በምርጫህ/ሽ መሠረት በተሰጡት ክፍት ቦታዎች የ “ ” ምልክት አስቀምጥ/ጩ።

12.1. በ “P” የሚጀምሩ ቃላት ወይስ በ “Q” የሚጀምሩ
በ “P”
በ “Q”
መገመት ያስቸግራል።

12.2. በ “S” የሚጀምሩ ቃላት ወይስ በ “J” የሚጀምሩ
በ “S”
በ “J”
መገመት ያስቸግራል።

12.3. በ “W” የሚጀምሩ ቃላት ወይስ በ “Y” የሚጀምሩ
በ “W”
በ “Y”
መገመት ያስቸግራል።

13. የሚከተሉትን ቃላት በመዝገበ ቃላት ውስጥ የት አካባቢ እንደሚገኙ መገመት ትችላላህ?/ያለሽ? /በመጀመሪያ መሃል ወይም መጨረሻ/
butcher መጨረሻ መሃል
 መጀመሪያ መገመት አልቻልኩም
- tantalize መጨረሻ መሃል
 መጀመሪያ መገመት አልቻልኩም
- laterite መጨረሻ መሃል
 መጀመሪያ መገመት አልቻልኩም

14. በመዝገበ ቃላት ራስጌ /top pages/ የሚጻፉት ሁለት መምሪያ ቃላት /guide words/ ጥቅም ምን እንደሆነ ታውቃለህ?/ታውቂያለሽ?
 አዎ አላውቅም

15. ለተራ ቁጥር 14 ጥያቄ መልስህ አዎ ከሆነ የነዚህ መምሪያ ቃላት /guide words/ ጥቅም ምንድነው?

16. በአጠቃላይ መዝገበ ቃላትን የምትጠቀመው/ሚው ፣

አስገዳጅ ሁኔታዎ ሲያጋጥሙኝ ብቻ ነው

አስገዳጅ ሁኔታዎን ባያጋጥሙኝም ቢሆን

APPENDIX 6
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

A QUESTIONNAIRE TO BE FILLED OUT BY GRADE 11 STUDENTS

Purpose of the questionnaire:

Dear student,

The aim of this questionnaire is to find out the frequency and habit of grade 11 students in using English-English (monolingual) dictionaries as one reference material. It is mainly designed to find an answer to the question "How much do grade 11 students benefit from English-English (monolingual) dictionaries?" There are no right or wrong answers to the questions. Therefore, your honest and objective responses are highly required in order to make the study fruitful.

Thank you.

Fikre G/Kidan

I. Read the following items carefully and respond to them by marking (✓) in one of the boxes provided or by writing short answers in the spaces provided.

1. Do you have a dictionary of your own?

Yes

No

2. If your answer to question number "1" is "yes", is it a monolingual (English-English) or bilingual (English-Amharic) dictionary?

Monolingual

Bilingual

Both

3. What is the title of the dictionary you have?

4. If you do not have a dictionary, what is the reason?
- Because they are expensive
 - Because I can use them in the library
 - Because it is time consuming to use dictionaries
 - Because it is not important in learning EFL
 - Any other reason _____
-

5. Do you read the introductory (front-pages) and indexes (back pages) part of a dictionary?
- Yes No

6. If you do, what do you benefit from these parts?
- Introductory parts: _____
-
- Index parts: _____
-

7. What do you use a dictionary for? Rank-order your preferences starting with 1 for which you use most to 10 for which you use least. If you do not use the dictionary for any of the following, mark in the corresponding box 'x'.
- To know the meaning (definition) of an unknown word or phrase
 - To check the pronunciation of a word
 - To check the syllable division of a word
 - To check where a word is stressed/accented
 - To learn some grammar and usage
 - To check the inflection (eg. -ed, -er, -ing, etc.) of a word

- To check the meaning of idioms
 - To check for similar words
 - To check the spelling of difficult words
 - To use it for general knowledge/chemistry, physics, etc.
 - Others (please specify) _____
-

8. How often do you refer to a dictionary? Show your frequency of use by ticking (✓) in any of the boxes below.

- Very rarely
- sometimes
- most often
- I do not know

9. When do you use your dictionary?

- While reading
- While writing essays
- While reading and writing
- Any time I came across difficult words

Others (please specify) _____

10. Do you read a dictionary for information other than for word meaning (definition)?

- Yes No

11. Does your English teacher sometimes show you how to use a dictionary quickly and effectively?

Yes No

12. Which of the following words do you think are greater in number in the monolingual dictionary? (Tick against the letter of your choice in the boxes given below).

12.1 Words that begin with the letter "P" or "Q"

"P" "Q" difficult to guess

12.2 Words that begin with the letter "S" or "J"

"S" "J" difficult to guess

12.3 Words that begin with the letter "W" or "Y"

"W" "Y" difficult to guess

13. Can you roughly guess the location of the following words in a dictionary (i.e. whether they are at the back, front or middle part of the dictionary)?

butcher back middle front

tantalize back middle front

laterite back middle front

14. Do you know what guide words are?

Yes No

15. If you do, what are their roles in using the dictionary?

16. You generally use the dictionary;

Only when confronted with pressing conditions

Not only when confronted with pressing conditions

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name : Fikre G.Kidan

Signature: 

Place: Institute of Language Studies

Addis ababa University

Date of Submission: May 21, 1999