

**DICTIONARY USE AND INSTRUCTION IN PRE-BASIC ENGLISH AT THE
UNIVERSITY OF PUERTO RICO MAYAGÜEZ**

By

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Abstract

This study examines the point of view of the professors and instructors of Pre-Basic English on the role of the dictionary in the Pre-Basic English classroom. It also examines the dictionary using habits in English and in Spanish of the Pre-Basic English students regarding the type of dictionary they use and how they use it, both in and out of the class. Three methods were used: tape-recorded interviews, questionnaires and think-aloud protocol. The main findings are: 1) There is not an agreement among professors on dictionary use and instruction at the Pre-Basic English level, 2) students prefer bilingual dictionaries, and 3) students were not able to use dictionaries effectively. A sample teaching unit on dictionary use instruction is suggested as a guideline for the implementation of dictionary use and instruction at the Pre-Basic English level.

Resumen

Este estudio examina el punto de vista de los profesores y Asistentes de Cátedra de Inglés Pre-Básico sobre cual es rol del diccionario en la clase de Ingles Pre-Básico. También examina los hábitos de uso del diccionario en ingles y español de los estudiantes de Inglés Pre-Básico y cual diccionario utilizan. Tres métodos fueron utilizados para realizar este estudio y fueron: entrevistas, cuestionarios y “think-aloud protocols”. Los resultados mas importantes del estudio son: 1) No hay un acuerdo entre los profesores sobre el uso y enseñanza del diccionario en el nivel de Inglés Pre-Básico. 2) Los estudiantes prefieren usar el diccionario bilingüe y 3) Los estudiantes no usaron el diccionario efectivamente. Una unidad ejemplar de enseñanza de instrucción y uso del diccionario es sugerida para la implementación de instrucción y uso al nivel de Inglés Pre-Básico.

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Chapter I: Introduction

In Puerto Rico, students who reach the university level have had 12 years of English instruction in public or private schools. Ideally, English has been the medium of instruction in the English classroom, but this is not always the case. Therefore, proficiency after these 12 years of English varies greatly from high beginner to near native. The University of Puerto Rico at Mayagüez (UPRM) requires all students who want to complete a bachelor's degree to have 12 credits in English. Students who score 469 or lower on the English as a Second Language Achievement Test (ESLAT) given by the College Entrance Examination Board must take Pre-Basic English (INGL 0066), a non-credit remedial course, until they pass an exit exam, which indicates that they are ready to begin to take the 12 required credits in English. The first 6 credits (Basic English) is a four-skill course, which focuses on reading of authentic texts, and therefore vocabulary for reading comprehension is important. Nation and Waring (1997) say that 3,000-5,000 word families are needed as a foundation for reading comprehension.

Testing of entering freshmen at UPRM by Baker (2004) using the Vocabulary Levels Test (VLT) in its revised version (Schmitt, Schmitt, and Clapham, 2001) shows that students placed in Pre-Basic English know about 55% of the first 2,000 word families of English. They know an additional 45% of the third thousand and 42% of the fourth and fifth thousand. That is, they know about 48% of the first 5,000 word families of English. Note that although their vocabulary size on average is over 2,000 words, they have not mastered all of the 2,000 most common words, the defining vocabulary of common learner's dictionaries. Furthermore, according to Nation and Waring, knowing the first 2,000 word families of English means that a reader will know approximately

80% of the words in an authentic text. Not knowing 20% of the words means that the reader doesn't know one of every five words and certainly will need to use a dictionary. Therefore, since knowledge of about 95% of the words in a text is needed to successfully infer the meanings of unknown words (Liu Na and Nation, 1985, cited by Nation and Waring), Pre-Basic students won't be able to infer well and will need their dictionaries.

However, the average student entering Basic English knows 76% of the first 2,000 and 70% of the first 5,000 word families. The VLT results show that students who start at the Pre-Basic English level are at a significant disadvantage in terms of their vocabulary in English when compared to their peers in Basic English. The average Pre-Basic student needs to learn 900 words among the first 2,000 words of English while the average Basic student needs to learn only 480. Therefore, Pre-Basic teachers are concerned with how to help students learn vocabulary. Having taught the Pre-Basic English class three times, I have asked myself whether or not the students get sufficient instruction in using dictionaries in the classroom. This is an important question because it is generally held that dictionaries can be an effective tool for vocabulary development.

At the time of this study, Pre-Basic instructors followed a handbook entitled *Course Handbook for Instructors* (James, 2005). As described in the handbook, Pre-Basic English is a four-skill language course with attention to listening, speaking, and writing, but the primary goal for the course is to develop students' knowledge and skills for reading, which is done through reading short selections, vocabulary development and grammar learning. At the time of the study the students had two resources: 1) a textbook titled *Thoughts & Notions* (Ackert, Lee & Bushby, 2000) and 2) a professor-prepared list of vocabulary words and multi-word expressions for each reading. According to Ackert

et al., *Thoughts and Notions* is “a high-beginning reading skills text designed for students of English as a second or foreign language who know the basic structures of English and who have a vocabulary of roughly 800 English words.” This text includes “twenty-five highly engaging reading selections (on) five themes of universal interest, such as sports, food, or business” (p.v). In this textbook, vocabulary exercises follow each reading. In the first vocabulary exercise the student has to fill in the blank with the correct vocabulary word in the same context. In the second vocabulary exercise the student has to fill in the blank with the correct vocabulary word in a new context. The third vocabulary exercise is a vocabulary review.

The professor-prepared vocabulary list focuses primarily on non-cognate vocabulary in the first 2,000 word families of English because as speakers of a Romance language, Spanish speakers can generally get meaning from the Latin-based vocabulary of English. It is likely that students depend on cognate vocabulary in Spanish rather than making the effort to learn the non-cognate vocabulary, but even knowing most of the cognates does not give students adequate coverage for comprehending authentic texts in English.

Yin Wa Chan, (2005) focused on dictionary habits and use among Hong Kong students studying to become English teachers. The present study is intended to provide similar information about the dictionary preferences and use of students at the UPRM. Like Yin Wa Chan, the present study was also designed to identify the mistakes students make when using a dictionary, which will help instructors to design meaningful lesson plans to deal with these specific mistakes. This research examined the type of dictionary instruction students received at the Pre-Basic level as stated by course instructors.

The research questions and objectives of this study are listed below.

Research Questions

The following are the research questions addressed in this study:

1. From the point of view of the instructors of Pre-Basic English, what is the role of the dictionary in the Pre-Basic English classroom?
2. What is the Pre-Basic English students' dictionary learning history and what are their dictionary using habits?
3. What are the dictionary using habits of the Pre-Basic English students based on their actual performance?

Objectives

The objectives of the present study are as follows:

1. To describe Pre-Basic English instructors' views on dictionary use and instruction.
2. To find out how Pre-Basic English students learned to use the dictionary and whether they are in the habit of using dictionaries.
3. To describe how Pre-Basic English students use the dictionary to find meanings.
4. To design lesson plans based on the findings to help Pre-Basic English students to use a bilingual dictionary in the Pre-Basic English classroom.

The purpose of the fourth objective is to provide a sample unit to provide instructors with possible guidelines and strategies to teach students how to use the dictionary effectively. This objective grew out of the data analysis and conclusions discussed in this study.

The thesis is divided into the following chapters: Chapter II presents the literature review; Chapter III describes the methodologies used to collect and analyze the data; Chapter IV is the results and discussion; Chapter V includes a sample teaching unit on dictionary use instruction for Pre-Basic English students; and Chapter VI summarizes the main conclusions of the study, limitations, and pedagogical implications.

Chapter II: Literature Review

Though acquiring as large a vocabulary as possible is a principal goal for ESL learners, the process of vocabulary learning is not very easy for many language learners. In order for students to acquire vocabulary words and to be able to use them in other contexts, educators have promoted the use of various learning tools. Many have seen the dictionary as an important tool while others have questioned it. Many educators believe that language learners can acquire the language “incidentally”, through large amounts of reading, yet others believe that intentional vocabulary instruction is needed in order for vocabulary acquisition to occur. Dictionary use is part of intentional vocabulary instruction.

This literature review covers three main areas. The first area covers whether explicit vocabulary and dictionary instruction are helpful. The second area covers types of dictionaries, students’ preferences and dictionary use. The third part covers other types of support such as marginal glosses and CALL based annotations.

The Effect of Vocabulary Instruction and Dictionary Use

Zimmerman (1997) investigated whether vocabulary instruction made a difference for vocabulary acquisition. The participants in the experiment were 35 high intermediate level EFL students with various native languages (L1). She divided the students into two groups. Eighteen students in two classes made up the experimental group, and seventeen students in two classes made up the control group. She administered a 50-item vocabulary checklist both before and after the 10-week treatment period to measure levels of word knowledge. The words were selected from *The University Word List*, a list of “approximately 800 headwords and 1,400 derivatives

based on the vocabulary used in first year university textbooks” (p.126). A questionnaire in which students ranked six ways of learning vocabulary was also administered before and after the 10-week period. The questionnaire asked the students to rank the six methods according to how helpful and effective they were. The methods included: “(a) memorizing lists of new words, (b) reading enjoyable texts of one’s own choice, (c) reading required texts from classes, (d) participating in-class lessons in which the teacher provides opportunities to use new words in class, (e) studying the dictionary, and (f) studying Greek and Latin roots and affixes” (p. 129).

Both the experimental and control groups received instruction in reading, composition, oral language, and academic skills and were instructed to do five hours per week of self-selected reading. In addition, the treatment for the experimental group was to receive three hours a week of interactive vocabulary instruction focusing on high-frequency academic vocabulary with many activities for group work. The vocabulary instruction included: “multiple exposures to words; exposures to words in meaningful contexts; rich and varied information about each word; establishment of ties between instructed words, student experience, and prior knowledge; and active participation by students in the learning process” (p.125). Zimmerman told the teachers of the experimental group to avoid extensive explanations but rather just explain as the need came up and listen to what students produced. She told the teachers of the control group to give instructions in vocabulary only as questions arose.

The checklist post-test results indicated that when the amount of required reading and reading done for pleasure were controlled for, interactive vocabulary instruction had a significant positive effect on vocabulary scores. The reading record showed that both

the experimental and the control group reported that they spent the same amount of time reading self-selected readings. The results for the students' ranking of the word learning methods showed that the experimental group ranked the method of participating in class lessons in which the teacher provided opportunities to use new words in class as number one. The control group ranked reading enjoyable texts of their own choice as number one. Both the experimental and the control group gave the lowest rankings to studying the dictionary and studying Greek and Latin roots both before and after the study.

Zimmerman believes that studying the roots and affixes may not be important to the students that participated in this study because it was not part of their linguistic background, as most were L1 speakers of Japanese, Korean and Mandarin. As for studying the dictionary, Zimmerman believes that students do not "necessarily benefit from bilingual dictionary use" (p.134); monolingual dictionaries provide more information but they find them more difficult to use. In summary, interactive vocabulary instruction led to the learning of new vocabulary words and was ranked highly by students whereas the dictionary was ranked low.

Lupescu and Day (1993) conducted one of the first experiments on the usefulness of bilingual dictionaries for vocabulary acquisition while reading. The subjects in the study were 293 first and second year university students of English as a Foreign Language (EFL) in Japan who had completed six years of English instruction in secondary school. Intact groups of students were randomly assigned to a control group (n=148) or a treatment group (n=145). Both groups of students read the same short story. The students in the treatment group were allowed to use their bilingual dictionaries while the students in the control group were not. The students had as much time as they

needed to read the story and were asked to note the time when they began to read and when they finished. The students then took an unexpected 27 item multiple choice vocabulary test without dictionaries. The treatment group took twice as long to read the short story as the control group, but they performed significantly better than the control group on the vocabulary test.

Even though the main finding was that “the use of a bilingual dictionary while reading can facilitate the learning of vocabulary by English as Foreign Language students” (p.275), Luppescu and Day found that in some cases the use of a dictionary may be confusing. They were not surprised because the task of finding the meaning of a word in a dictionary is complex. It involves “looking for a suitable headword, comprehending the entry, locating the appropriate part of the definition, connecting the right sense to the context, and putting the word within the context of the unknown or difficult word in the text” (p.274). Thus, they do not believe that teachers can assume that students know how to use a dictionary, and recommend that teachers consider teaching students effective strategies to use while they are consulting bilingual dictionaries.

A limitation of the Luppescu and Day (1993) study is that they did not consider exactly how dictionaries were actually used by the students. Furthermore, they did not contrast the use and effectiveness of bilingual and monolingual dictionaries.

Knight (1994) pointed out that teachers and students believe that when it comes to foreign language learning, vocabulary is a priority, but in spite of their belief, foreign language teachers have been changing their classroom focus from teaching vocabulary intentionally to letting the students acquire it incidentally. She also pointed out that even

though many students say that they rely on dictionaries, many educators advise students to guess at word meaning, leaving the dictionary as a tool of last resort. Given her interest in the incidental acquisition of vocabulary and dictionary use, she asked four research questions to find out 1) if students acquired vocabulary while reading, 2) if students learned more words by guessing from context or by looking them up in the dictionary, 3) if dictionary use affected reading comprehension, and 4) if students of high or low verbal ability benefit more from dictionary use.

The subjects in Knight's experiment were 105 university students enrolled in a second year Spanish class; all were native speakers of English. Knight divided the subjects into a high verbal ability group and a low verbal ability group based on their scores on the American College Test. Within each verbal ability group, she randomly divided the students into two more groups: dictionary condition with access to an electronic dictionary giving L1 equivalents (thus it was like a bilingual dictionary) and no dictionary condition (no access to a dictionary). Each of these four groups read either Text Set I or Text Set II, thus creating eight groups.

Text Sets I and II consisted of four short (250-word) magazine articles written in Spanish. Each article had twelve unknown vocabulary words, for a total of forty-eight words, which included 31 nouns, 14 verbs, and 3 adjectives. Each subject read the two articles in one Text Set and thus encountered twenty-four targeted unknown words in context.

Before the experiment, Knight tested students on the target words to determine whether they knew them or not. Two weeks later, the students went into a computer lab to participate in the experiment. She told them that the purpose of the experiment was to

test their reading comprehension using authentic texts. She told them to read each article for content. After they finished the text, she asked them to write a recall protocol in English. The students then took unexpected vocabulary tests on all 48-target words (24 from the two articles they read which could be learned from exposure to context and 24 from the two articles they did not read and thus could not be learned from exposure to context). Two weeks later, the students took a delayed test to measure long term retention.

The results indicated that all subjects learned more words when they were exposed to them in the context of the article, in other words, from the two texts they actually read. High verbal ability students learned more words from context than the low ability students, but those who had access to a dictionary learned the most. Even though the students who had access to a dictionary spent more time on the passages, they had better reading comprehension scores than those in the no dictionary group.

In both verbal ability levels, students who had dictionary access increased the percentage of words they learned, but the low verbal ability students benefited more. For this reason, Knight concluded that students, especially low-verbal ability students, should be encouraged to use the dictionary. Knight also suggested that all students should receive “intense instruction” in dictionary use as well as guessing meaning from context. Finally, she recommended that teachers encourage students to read as another way of increasing vocabulary. These three studies demonstrate the value of explicit attention to vocabulary, including dictionary use.

Types of Dictionaries, Students' Preferences and Dictionary Use

Even learners of English who are going to be English teachers have problems when using the dictionary. Yin Wa Chan (2005) investigated the use of dictionaries by 106 EFL undergraduates pursuing a BA in Teaching English as a Second Language in Hong Kong. The study was divided into two parts. The first part was a questionnaire on dictionary using habits; the second part was a dictionary workshop studying the dictionary use of volunteers.

The questionnaire revealed that more students used a bilingualized dictionary, which has the translation and monolingual definition, than a monolingual dictionary. Almost one third of the students (31.6%) used a dictionary every day, but 7.9 % used it only when necessary. A substantial percentage (42%) checked more than one dictionary when they were in doubt. About half indicated they had been taught how to use a dictionary in primary school. Two thirds responded that they had never read the introduction to their dictionary and were not familiar with the user's guide.

Students used their dictionaries primarily as an aid to reading and only as an aid to written composition. Not surprisingly, they used them least for oral comprehension and oral composition. Students most commonly (88.7%) checked the dictionary for meanings. Over half (52%) reported they used the dictionary to check the usage of a word. The least common kinds of information looked for were lexical relations (synonyms and antonyms), collocation, pronunciation, and spelling. Overall, a substantial proportion of students found dictionaries helpful and useful.

A little more than half of the students claimed that they were disappointed with dictionaries 1) because the information was not clear 2) because the examples were not

useful and 3) words were difficult to locate. Very few indicated disappointment with the phonetic transcriptions given.

Even though the subjects expressed different views of the difficulties in using dictionaries, the most common ones were failure to find a wanted word, difficulties understanding or recognizing the specific symbols used, difficulty recognizing the part of speech of a word, difficulty understanding the explanations given, and difficulty decoding the pronunciation of a target word from the given transcriptions, figuring out the appropriate meanings and the correct usage of the target item. Others expressed their concern over the time needed for checking a dictionary and the inconvenience of carrying a dictionary to school.

In summary, many of the participants use the dictionary, but had been taught dictionary skills long ago in primary school. Despite the need for further instruction, Yi Wa Chan believes teachers place a low priority on teaching dictionary skills.

For the second part, 25 students were given twenty-five sentences with errors and asked to use the dictionary that they regularly used in order to correct the sentences. The areas of incorrect usage were transitivity of verbs, countability of nouns, choice of verb forms, choice of prepositions, and lexical areas with syntactic features commonly dealt with in a learner's dictionary.

The data was collected using a think-aloud technique. Students were observed locating the target words, searching for the appropriate meaning, deciding on the appropriate examples or definitions, and making decisions about the correction of the given sentences. The way students used their dictionaries showed that examples were more useful than definitions in helping students correct the errors. In this task, the

students ignored or had difficulty interpreting the symbols and abbreviations, had difficulties interpreting the examples or relied on inappropriate examples. Some students had problems interpreting examples that were not easily compared to the incorrect sentences they had to correct. Because the students did not understand the different senses of a word, they sometimes misinterpreted the examples and made their corrections based on an incorrect example.

Laufer and Hadar (1997) examined how effective three types of dictionaries were for EFL learners' comprehension of unknown words and their production of sentences with the new unknown words. The three types of dictionaries were monolingual, bilingual, and bilingualized. The bilingualized dictionary, as explained above, is a combination of a learner's monolingual dictionary with a translation of each meaning.

The participants in Laufer and Hadar's study were 123 EFL learners with Hebrew as a first language. The researchers divided the subjects into two groups, a pre-advanced group of 76 high school learners at the end of 11th grade with 7 years of EFL instruction, and an advanced, group of 46 university students.

To test the effectiveness of the three types of dictionaries, the researchers constructed a test with 15 low frequency unfamiliar vocabulary items. The test words and their entries were given at the same time as the multiple choice test. The test was treated like a language exercise and was administered during class time. The researchers gave each student a list of the 15 target words with their dictionary entries. In order to compare the three types of dictionaries, each list had five words with the monolingual entry, five with the bilingual, and five with the bilingualised entry. The researchers

tested production by asking the students to write original sentences with each of the target words.

The results indicated that the bilingualised dictionary yielded the best results. It proved to be a better aid for comprehension and production tasks than the monolingual dictionary. As an aid for production, both the bilingual and bilingualised dictionary yielded the same scores. The monolingual dictionary yielded the lowest scores. The bilingual dictionary was best for the “unskilled dictionary users”. For the “good dictionary users” there were no significant differences though scores were slightly higher when they used the used the bilingualized dictionary.

Laufer and Hadar conclude that the bilingualized dictionary serves both stronger students that can take advantage of the monolingual part of the dictionary and the weaker students who rely on the bilingual part of the dictionary. In either case students need to be trained to take full advantage of the dictionary.

To find out which dictionary students preferred Baxter (1980) administered a questionnaire to 342 Japanese university students, 62 of whom were majoring in English, and found that the majority of the students bought their first bilingual English-Japanese dictionary when they entered junior high school and acquired more bilingual dictionaries over the next few years; only the students who majored in English in the university bought a monolingual English dictionary, but they did not use it every day. Like the other students, they used English-Japanese dictionaries daily. The majority of the students ranked the bilingual dictionary as the reference book of most importance in their studies of English; they preferred to use a bilingual dictionary because it was easier to use while the definitions in the monolingual dictionary were difficult to understand.

Contrary to students' preferences, Baxter believes that the most appropriate choice for students of English is a learner's dictionary because it exposes learners to varieties of a word, examples and synonyms by means of a "conversational definition" similar to what they encounter in practical situations whereas the bilingual dictionary misleads students into thinking that language is supposed to precisely and perfectly fit into one word translations. Baxter notes that a learner's dictionary is intended for ESL students whereas a regular monolingual dictionary is intended for native speakers. Baxter makes no mention of bilingualised dictionaries.

Another issue of concern for teachers is dictionary use during tests. Teachers are not sure if the dictionary is a helpful tool or a device for cheating during tests. Bensoussan, Sim & Weiss (1984) carried out three separate studies to find out to what extent the use of a monolingual and/ or bilingual dictionary affected test scores and to what extent the use of dictionaries affected the amount of time taken to complete the test. Subjects were advanced EFL students at Israeli universities. In the first study 91 students took the same 3-hour test on three texts (500-700 words each) with 10 multiple-choice questions for each text. Each text was read under one of three randomly assigned conditions: a) without a dictionary b) with a monolingual dictionary c) with a bilingual dictionary. During the first 20 minutes of each one-hour test students had to indicate with a check mark each unknown word they intended to look up in the dictionary. Students then answered ten questions and indicated the words that they actually looked up in the dictionary by drawing a box around the word. They also indicated the part of speech of the unknown word. The students who did not use the dictionary indicated words they would have liked to look up. Dictionary use did not significantly affect test scores.

Interestingly, students who used the bilingual dictionary looked up more words than those using the monolingual dictionary.

In the second study 670 students each read a text of 600-800 words followed by 20 multiple-choice questions. They had 120 minutes to finish the test and were allowed to choose a dictionary. The students indicated the time they spent taking the test and the choice of dictionary. The researchers then tabulated the number of students using bilingual or monolingual dictionaries, or not using dictionaries. The researchers replicated the study the following year with 740 students under identical conditions.

The results for the second study and its replication showed that nearly 60% of the students chose to use bilingual dictionaries, 20% used monolingual dictionaries and 20% did not use any dictionary, indicating a preference for bilingual dictionaries. Some of the students that did not use a dictionary at all, indicated that it was too time consuming. Others forgot to bring a dictionary but would have liked to use one.

Overall there was no significant relation between students' test scores and dictionary use. Students who used no dictionary finished fastest. The users of bilingual dictionaries tended to be weaker students, and they tended to take a longer time. Students who chose to use a monolingual dictionary or no dictionary at all might have been better students.

In order to clarify the test results and to understand attitudes and expectations of dictionary users, the researchers administered a questionnaire at Haifa University to 404 first-year students and thirteen third-year psychology students whose English proficiency was excellent. The answers to the questionnaire showed that more proficient students use

the dictionary less. Almost half of them believe that using the dictionary will not affect their test scores and they consider it a waste of time.

Some first-year students complained about using the monolingual dictionary, arguing that the definitions were too difficult to understand and ultimately they had to consult a bilingual dictionary. They also had difficulty finding the exact meaning among all the given meanings. They believed that for a test, dictionary use was too time consuming.

Bensoussan, Sim & Weiss (1984) believe that teachers should increase students' awareness of word families, parts of speech, and sentence structure when working with the dictionary and should demonstrate how to choose the important words so that they don't look up every word.

Teachers of the first-year students do not think students use dictionaries effectively, but expect the use of dictionaries would significantly affect test scores because the dictionary might provide a word meaning that gives away the answer. However, many other teachers and students disagree because sometimes not knowing the definition of a word could impede the students from understanding the whole passage and they see dictionary use as an integral part of the reading process.

To address this issue of whether or not students should be allowed to use dictionaries on tests, Bensoussan (1983) developed "a different kind" of multiple-choice test. Besides examining knowledge of vocabulary and comprehension of main ideas, the new test examined knowledge of syntactic structures and rhetorical functions, the ability to follow a logical thought sequence, and an understanding of the writer's opinion or attitude in an argument. She constructed the test in such a way that the dictionary was

needed and could be used for reading comprehension and not for cheating on a vocabulary test.

Other Types of Vocabulary Support

Hulstijn, Hollander and Greidanus (1996) investigated whether the generally low incidence of incidental vocabulary learning can be improved. They addressed this question by examining the combined influence of two factors that promote incidental learning: (a) frequency of occurrence and (b) provision of word meaning through marginal glosses or dictionary use.

Seventy-eight Dutch university students, who were advanced learners of French, were randomly assigned to one of three groups. All read a short story by Guy de Maupassant. The Marginal Glosses Group read the short story with marginal glosses (L1 translations of unknown words); the Dictionary Group had access to a bilingual French-Dutch Dictionary, and the Control Group read the short story without marginal glosses or a dictionary. Though subjects were instructed to read the short story and to prepare to answer comprehension questions, after reading they were tested on their recall of 16 words that had appeared one or three times in the story.

Hulstijn, Hollander and Greidanus reported that frequency of occurrence fosters incidental vocabulary learning and that more incidental vocabulary learning took place when the subjects were given the meanings of unknown words through marginal glosses or when they looked up meanings in a dictionary than when they did not have any external information concerning the meanings of unknown words. In addition, the marginal glosses had a greater effect than the dictionary because the subjects often did

not make use of a dictionary. However, when the subjects did use a dictionary, learning was as good as, or better than, when subjects were given marginal glosses.

Pedagogical recommendations included assigning texts that are interesting and motivating, providing marginal glosses to ease the burden of using a dictionary, increasing frequency of exposure to target words, when possible giving learners a list of important words for intentional learning, reviewing word and vocabulary lists and adding vocabulary exercises to texts. Hulstijn et al. view these recommendations as a way to reinforce incidental learning with intentional learning.

Coriano (2001) studied how Puerto Rican (PR) college students in Basic English learn English vocabulary while reading a selection for comprehension on a computer. The materials she developed provided various types of vocabulary help through a variety of annotation types provided via CALL based annotations. She gave five sections of Basic English (BE) at the University of Puerto Rico in Mayagüez the same authentic passage, but each section could access a different type of annotation: 1) “the target word in a rich context which made its meaning clear; 2) L2 definitions only; 3) L1 translations only; 4) all types of annotations (context, definition, and translation); and 5) no annotations” (p.14). The computers were programmed to register student look-up behaviors.

Coriano administered a Vocabulary Knowledge Scale (VKS) to measure student knowledge of the highlighted words before the experiment. The VKS1 asked students to classify their knowledge of the target words according to these categories: 1) the word is unknown; 2) the word looks familiar but its meaning is unknown; 3) know the translation

(subjects had to supply the translation); 4) The word can be used in a sentence or phrase (subjects were asked to produce the target word in an appropriate context).” (p.17).

Students were instructed to read the passage and were told that they would do a comprehension exercise after reading. Coriano then administered a controlled production vocabulary post test (PT1) to test word knowledge after reading, which used target words in a new, but similar, context. The test had seven independent paragraphs of three to four sentences each with three to four target words missing. The first letter was given as a clue to the missing word. After PT1 they took a reading comprehension test on the selection. To test long-term retention, she administered a second post test (PT 2) and VKS 2 two weeks later. Right after the experiment, Coriano interviewed 16 students. The questions were open-ended with the purpose of learning the students’ perceptions of the annotations and the process of reading CALL-based annotated selections.

The results of this study relevant to the topic of this thesis are that students did learn vocabulary using CALL-based annotations. For the group that could use all types of annotations, the most often accessed and preferred was the L1 translation, showing a desire for confirmation of meaning through translation. The group assigned to use L1 translations learned more target words than the group assigned to use L2 definitions. The highest score was the group with L1 translations followed by the group with all types of annotations; this was followed by the group with L2 definitions. The group that did the reading with access only to enriched context scored lowest.

When Coriano asked in the interviews how they handled an unknown word when reading in English, 44% said they used a bilingual dictionary; 32% ignored the word, and 24% guessed it from context. They said that they found reading from the computer was

more practical and better because the annotations were easier and less time consuming than using a dictionary. Eighty-five percent of the students said that annotations helped them recall the words during the vocabulary post-test.

The studies reviewed in this chapter demonstrate that dictionaries and other aids such as marginal glosses and CALL annotations increase vocabulary learning and can facilitate reading comprehension. The studies also pointed to a preference for bilingual as opposed to monolingual dictionaries among language learners and to the difficulties that students had when they used the dictionary. Therefore, the researchers suggest that students would benefit from instruction in how to use dictionaries effectively.

The present study examines teachers' views on dictionary use and instruction. It also presents students' dictionary using habits and presents materials for that much needed explicit instruction recommended by various researchers.

Chapter III: Methodology

Introduction

This chapter describes the methods used to collect and analyze data in order to answer the three research questions posed in this study. First, I describe the methodology used to address Research Question 1--From the point of view of the instructors of Pre-Basic English, what is the role of the dictionary in the Pre-Basic English classroom? (Interview with instructors) Second, I describe the methodology used to address Research Question 2--What is the Pre-Basic English students' dictionary learning history and what are their dictionary using habits? In order to answer the questions, I collected and analyzed a 25-item questionnaire supplemented later with a 10-item addendum. (Questionnaires) Third, I describe the methodology used to address Research Question 3--What are the dictionary using habits of the Pre-Basic English students based on their actual performance? (think-aloud protocols)

The first three objectives correspond to the three research questions. Objective 4 is to develop suggested lesson plans for dictionary instruction in Pre-Basic English based on the data collected of the think-aloud protocols. These lesson plans are presented in chapter 5 and are further discussed as part of the pedagogical implications in chapter 6.

Methodology to Answer Research Question 1: (From the point of view of the instructors of Pre-Basic English, what is the role of the dictionary in the Pre-Basic English classroom?)

Participants

I conducted the study at the UPRM, during semester I of the 2005-2006 academic year, from August 12th to December 5th, a period of approximately four months. I asked

eight instructors of Pre-Basic English if they were willing to participate in a tape-recorded interview. All eight instructors participated. They signed a permission Form (See Appendix A).

Instrument

To address Research Question 1, I developed and used the Dictionary Use Questionnaire (DUQ) (See Appendix B), which served as a guide for the tape-recorded interviews with the instructors. In order to get a view of the teachers' perspective on dictionary use and instruction, I wrote seven open-ended questions. Afterwards, I piloted the questionnaire with another instructor, who was teaching composition at the time. The purpose of the pilot was to make sure that the interview questions elicited the type of information that I wanted.

Data Collection and Analysis

To address Research Question 1, I conducted tape-recorded interviews using the DUQ as a guide to find out the view of the instructors vis-à-vis Pre-Basic English students. The interviews were done at the convenience of TAs and Professors in their respective offices. Each interview took about 20 minutes. After the interviews, I transcribed them and analyzed them by looking for patterns in the responses in order to draw conclusions.

Methodology used for Research Question 2: (What is the Pre-Basic English students' dictionary learning history and what are their dictionary using habits?)

Participants

Students at the UPRM enter the university on one of four proficiency tracks in English depending on their scores on either the English as a Second Language

Achievement Test (ESLAT) or the Advanced Placement English Examination. The participants in this study were students from the lowest proficiency track, which scored 469 or less on the ESLAT.

Three groups of Pre-Basic English participated in the study. The age range of the participants was 17 to 19 years old. The three groups totaled sixty students (M=23; F=37). Almost all were taking the course for the first time; one was repeating the course for the third time. All students signed a permission form (See Appendix C).

Instruments (DHQ and addendum)

To address Research Question 2, I developed and used the Dictionary Habit Questionnaire (DHQ). (See Appendix D for the English version and Appendix E for the Spanish version). The written questionnaire was administered to the student participants in Spanish and focused on students' habits when using a dictionary to find out the meaning of English and Spanish words. The questionnaire had three parts. Part I, included closed-questions that focused on dictionary use and instruction. For question 8 the students were allowed to select more than one answer. Part II, included questions 15-22 also closed-questions that focused on difficulties when using the dictionary and from whom and where they had learned to use the dictionary. For this part the students were allowed to select more than one answer. Part III, consisted of questions 23-25, open-ended questions that asked whether the students owned a dictionary for the Pre-Basic English class and if so which one. I piloted the questionnaire with a group of Pre-Basic English students to make sure that it was clear to the students. After I showed it to my committee, I made some minor changes to it.

Addendum to the DHQ

To get additional information about Pre-Basic students' dictionary use and their previous instruction in dictionary use, I constructed a short 10-item questionnaire. The Addendum included questions related to the type of schools they attended, classroom instruction in how to use the dictionary habits. (See Appendix F for the English version and Appendix G for the Spanish version.)

Data Collection and Analysis

The DHQ was administered in three sections of Pre-Basic English students, mine and two others. It was administered unannounced in a regular class hour. I read the instructions and told the students that participation was voluntary; all the students who attended the classes participated. The students finished the questionnaire in about 30 minutes. To analyze the data from the questionnaires, I tallied the results.

In order to elicit additional information concerning dictionary use and instruction I administered the Addendum to sixty-eight students who were taking Pre-Basic in the summer of 2007. Based on their ESLAT scores, students taking this summer course were not significantly different than students taking Pre-Basic English during the regular semester. Their ESLAT scores ranged from 400 to 466 points.

I administered the questionnaire during the class hour. I did not announce it. I read the instructions and told students that it was voluntary; all the students who attended the class participated. The students finished the questionnaire in about 30 minutes. To analyze both data from the questionnaires, I tallied the results.

Methodology to Answer Research Question 3: (What are the dictionary using habits of the Pre-Basic English students based on their actual performance?)

Think-aloud Procedure

To address Research Question 3, I conducted a think-aloud session to get a sense of how students really use the dictionary. The think-aloud method allows the researcher to better understand the thinking process of students when they are performing a task (Ericsson & Simon, 1993). With this method every thought is recorded as it is verbalized. In order for the students to continue to talk while they are thinking about the task, the researcher can encourage them by telling them to “keep talking”. Reminding students to continue speaking is one of the challenges posed by the use of think-aloud protocols. Due to the fact that think-alouds are limited to the students’ verbalization of their thoughts, we can never be certain what students are thinking. Yet, this is the closest that we can get to the thinking process of the participants, and this method did allow me to observe the mistakes they made when using a bilingual dictionary.

Participants

From the summer 2007 group of Pre-Basic English students, the Pre-Basic English coordinator asked six students if they would participate in a think-aloud session. The coordinator selected these six because she knew that they were not shy about speaking since they participated a lot in the class. They all agreed. The six students were four male and two female students.

Instruments

For the training session, I created a short practice paragraph (See Appendix H) and exercise (See Appendix I) that required that the subjects look up words in the dictionary. For the actual session, I provided them with a reading selection (See Appendix J) titled “One at a Time” (Strauch, 2005, p.131). I added a short paragraph at

the end of the reading to include idiomatic expressions. In order to encourage the students take the reading seriously, I created two short reading comprehension questions and a vocabulary exercise composed of twelve items (See Appendix K). I told them that they were going to answer the questions and do the vocabulary exercise right after the think-aloud session. For the training session and actual session all students used the American Heritage Spanish bilingual dictionary that I provided.

Data Collection and Analysis

In order to make sure that the actual think-aloud session turned out successfully, I conducted a training session. For the training session, I asked each student to come one at the time to the English lounge. I told students that I was going to give them a reading, which they had to read silently or out loud. As they read the short reading they needed to underline all the unknown words and look them up in the dictionary because they were going to do a vocabulary and reading comprehension exercise. I told them I was going to record their spoken thoughts as they looked up the words they had selected as unknown. The day after the training session I conducted the actual think-aloud session. For the actual think-aloud session, the process was the same as for the training session. As they looked up the unknown words that they had underlined, I tape-recorded the students. I asked the students to tell me what they were thinking as they looked up unknown words in the dictionary. During the sessions, in some cases, if the student was quiet I had to remind him or her to keep speaking. Each think-aloud and exercise session took about 30 minutes. After the think-aloud session, I transcribed the tapes and looked for patterns of mistakes students made while using the dictionary in order to reach conclusions. The

think-aloud session was done in Spanish; in order to provide examples for my study of the actual session, I translated the transcripts to English.

Chapter IV: Results and Discussion

This chapter covers the results and discussion of the three research questions. The first section of the chapter discusses the results of the tape-recorded oral interviews with the Pre-Basic English instructors to answer research question 1. The second section of this chapter presents the results and discussion of the two student questionnaires, which address research question 2. The third section of this chapter presents the results and discussion of the think-alouds, which address research question 3. The last section of the chapter presents a summary and a discussion of the results.

Results of the Tape-Recorded Oral Interviews

Research Question 1 asked: What is the role of the dictionary in Pre-Basic English from the instructors' point of view? This section answers this question with the analysis and discussion of the tape-recorded interviews with the eight instructors of Pre-Basic English (See Appendix B).

Question 1

Question 1 asked the professors if they thought that dictionaries were an important instrument for the 0066 students to have in and out of class. All eight instructors unanimously agreed that dictionaries are important tools for students in Pre-Basic English to be able to use outside of class, but they were not in agreement about their importance for in-class use. Two instructors said that dictionary use is not as important in their classes. One instructor said that dictionaries were important “mostly out of class,” and the other professor doesn't encourage dictionary use in class because in class she prefers that students “figure out the meaning of words or lexical items ...

without the use of the dictionary. ... if there is no way (they) can get it from context, if it is something important for them to know, then ... they can actually use the dictionary.”

Question 2

Question 2 asked if they recommended or required a dictionary in their Pre-Basic class. Three instructors answered that they require the use of the dictionary in class, three said that they recommend the use of the dictionary in class, and two instructors do not recommend or require one. Among the instructors who recommend a dictionary one is considering requiring it next year, showing her increasing understanding that dictionary use is important. One of the two instructors who neither requires nor recommends dictionaries commented, *“It is something you can buy for you, but it is not something you are going to be using in the classroom.”* The other said that she would have required a dictionary in the past, a bilingual or picture dictionary, but that with increasing technology, she is not clear about dictionary use.

Question 3

Question 3 asked what kind of dictionary they recommend or required for their Pre-Basic English students (bilingual, monolingual or electronic translator). Of the 6 instructors that recommended or required a dictionary in Pre-Basic English only one instructor recommended the use of only a bilingual dictionary. One instructor will recommend the use of the Longman Online Dictionary (learner’s monolingual dictionary) for the following year. Four instructors recommend or require both the monolingual and bilingual dictionary for Pre-Basic English.

One instructor recommended the use of a monolingual dictionary. I asked why and she answered that a bilingual dictionary makes it possible for a student to memorize a

translation for an English word even if they have selected the wrong meaning for the context. However, they are putting effort into memorizing something that is incorrect. If she encourages the use of a monolingual dictionary, then the student has to pay attention to the part of speech and context to get the correct meaning. The bilingual dictionaries that were recommended or required are: Oxford, Random House and University of Chicago. The monolingual dictionaries that were recommended or required are the American Heritage and the Longman Dictionary of American English.

Question 4

Question 4 asked if they thought that a lot of their students used a dictionary in Pre-Basic English. Seven of the eight instructors responded to this question. Two reported a lot of dictionary use. Three reported that some but not many students use the dictionary in class (for two of these professors “some” means about 20%). One instructor mentioned that only one student—a foreign student, used the dictionary in class. The last professor was indefinite about the number. Two instructors reported that the students use dictionaries of “every kind from little to big, new to old, 2,000 page things, and little calculators.”

Question 5

Question 5 asked how much emphasis instructors give to the use of a dictionary in and out of the classroom. Five of the eight instructors emphasize dictionary use both in and out of class. Of the five, three instructors mentioned that they emphasize its use by giving assignments--either looking up words or writing sentences. The other two instructors did not mention what they did to emphasize dictionary use. Finally, three instructors do not emphasize dictionary use in and out of the classroom. They were not

very open as to why they did not emphasize dictionary use. Their answers were: “*not very much and “honestly, no”*”.

Question 6

Question 6 asked if instructors give their students any preparation or instruction in how to use the dictionary. Four of the eight professors said that they give their Pre-Basic students this kind of instruction the other half does not.

All four instructors who teach dictionary use mentioned that they consider it important to teach students to recognize the parts of speech. One professor mentioned the need to make students aware that there are words that have more than one meaning, that is polysemous words. She also mentioned that students should be taught how to use the context to find out the meaning of a word instead of looking each word up in the dictionary.

Two of the professors who do not teach dictionary use said that they do not do so because they believe that their Pre-Basic students have already received instruction in how to use a dictionary in elementary, junior high and high school; they presume students already know how to use the dictionary.

Main Findings of Instructors’ Interviews

Through the interviews I wanted to get the instructors’ view of the role of the dictionary in the Pre-Basic English classroom. Although instructors did not agree that the dictionary is important for in-class use, they all agreed on the importance of out-of-class use. The six instructors that recommended or required the use of a dictionary have different ideas about the dictionary that is best for their students as the Pre-Basic

Committee have not come to an agreement as to what dictionary or dictionaries they want their students to use.

Of the eight instructors that were interviewed, five instructors emphasized dictionary use for in and out of class use, while three do not. The emphasis that was mentioned was through assignments for looking up words or writing sentences. Half of the instructors mentioned that they give their Pre-Basic students instruction in how to use the dictionary; the other half does not.

When asked about the students and in class use, the instructors said that only a few students use the dictionary in the Pre-Basic English class. Students might not bring dictionaries to class for many reasons. Perhaps there is no time for in-class use, instructors do not encourage their students to bring a dictionary to class or the students do not want to carry it. Some instructors may not give assignments with the dictionary because different students need to use it for different vocabulary. In other words, they may view it as a tool for personal use.

Results of Questionnaires (DHQ and Addendum)

Research Question 2 asked: What is the Pre-Basic English students' dictionary learning history and what are their dictionary using habits? I addressed this question through the analysis of the data provided by the DHQ and Addendum, which provide answers to the following sub-questions which were designed to organize the data by topic:

1. What dictionaries do Pre-Basic students have and how do they use them?
2. How did the Pre-Basic students learn to use a dictionary?
3. What are the attitudes of the Pre-Basic students towards dictionary use?

The information provided below is based on the responses of 60 Pre-Basic English students for the DHQ and the 68 students from the summer group that answered the Addendum. The ten questions of the addendum are marked (Addendum) for purposes of clarification.

1. What dictionary do Pre-Basic students have and how do they use them?

Question 15 asked the students to indicate the kind of dictionaries they used in Pre-Basic English and Spanish classes at the UPRM. They were able to mark more than one choice. As shown in Table 1, the majority of the students responded that they use some kind of dictionary; 87% reported that they use a bilingual dictionary, 67% a Spanish monolingual dictionary, 55% an electronic translator, and 43% a monolingual English dictionary.

Table 1. Dictionaries Used by Pre-Basic English students

Bilingual dictionary (Spanish/English)	52 (87%)
Spanish monolingual dictionary	40 (67%)
Electronic translator(Spanish/English)	33 (55%)
English monolingual dictionary	26 (43%)
I don't use any dictionary	2 (3%)

Question 23 asked the students if they had a dictionary for their English class and, if so, which one they used. They were able to mark more than one choice. As shown in Table 2, 80% of the students said they had a dictionary for the English class; 20% did not. Of the percentage of students who did have a dictionary, 52% used a bilingual dictionary, 19% had a monolingual dictionary, 19% electronic and 10% used the Internet.

Table 2. Dictionary Used for English Class

Bilingual	27 (52%)
Monolingual	10 (19%)
Electronic	10 (19%)
Internet	5 (10%)
Did not specify	8 (13%)

Question 24 asked the students if they brought their dictionaries to English class and why or why not. Twenty-three percent of the students said they did bring their dictionaries to class, while 77% said they did not. The excuses for not bringing a dictionary to class were: It weighs too much, it is too big, I have no need or use for it in class, and I know many words so I don't need to use one.

Question 16 asked the students to give their main reasons for looking up a word in an English monolingual dictionary. For this question, students were able to mark more than one choice. As shown in Table 3, their main reasons were for definitions 72%, spelling 65%, grammar 40%, examples of how to use a word 40%, and pronunciation 23%. Seventeen percent said they did not use a monolingual English dictionary.

Question 18 asked the students to mark their main reasons for looking up a word in a Spanish monolingual dictionary. Again, students were able to mark more than one choice. As shown in Table 3, 80% of the students responded that their principal reason for using the monolingual Spanish dictionary was for looking up the definition of a word, followed by 58% for grammar, 42% for examples of how to use a word, 12% for pronunciation and 5% said they never used a Spanish monolingual dictionary.

Table 3. Main Reasons for Use of English and Spanish Monolingual Dictionaries

Reason	English monolingual dictionary	Spanish monolingual dictionary
Definition	43 (72%)	51 (85%)
Spelling	39 (65%)	---
Examples of how to use a word	24 (40%)	25 (42%)
Grammar	24 (40%)	35 (58%)
Pronunciation	14 (23%)	7 (12%)
I never use a monolingual dictionary	10 (17%)	3 (5%)

Questions 16 and 18 show that the Pre-Basic students use English and Spanish monolingual dictionaries mostly for definitions. They reported that they use the English monolingual dictionary, but not the Spanish monolingual dictionary, for spelling, no doubt because Spanish is easier for them to spell than English.

Question 17 asked about the main problems that students encounter when looking up words in an English monolingual dictionary. As shown in Table 4, the problems were that the definition was difficult to understand 53%, the word is not in the dictionary 47%, the definition is too long 28%, the examples don't help them 25%, it is difficult to find a word 18% and 15% said they never used a monolingual English dictionary.

Question 19 asked about the main problems that the students encountered when looking up words in a Spanish monolingual dictionary. As shown in Table 4, the problems that they encountered were that the word is not in the dictionary 57%, the definition is difficult to understand 33%, the definition is too long 17%, the examples don't help 13%, the word is difficult to find 10%, and I never use the monolingual Spanish dictionary 8%.

Table 4. Problems Looking up Words in English and Spanish Monolingual Dictionaries (Questions 17 and 19)

Problems when looking up words in the dictionary	Monolingual English dictionary	Monolingual Spanish dictionary
Difficult to understand definition	32 (53%)	20 (33%)
Word is not in the dictionary	28 (47%)	34 (57%)
Entry is too long	17 (28%)	10 (17%)
Examples are not helpful	15 (25%)	8 (13%)
Difficult to find the word	11 (18%)	6 (10%)
I never use a monolingual dictionary	9 (15%)	5 (8%)

Questions 4 and 6 asked the students how frequently they used a dictionary in Pre-Basic English (Question 4) and Spanish classes (Question 6). Question 5 and 7 asked the students how frequently they used a dictionary to do their homework for their Pre-Basic English class (Question 5) and for their Spanish classes (Question 7). Students could choose to respond a. every day b. two/three times a day c. once a week d. less than once a week e. never, as shown in Table 5 and Table 6. Options a. and b. into one category showing daily use.

Table 5. Use of the Dictionary in the Pre-Basic English and Spanish Classes

Question # and Language	Response A and B Daily use and Several Times a Day	Response C Weekly Use	Response D Less than Weekly Use	Response E Never
Q# 4 (English)	17 (28%)	19 (32%)	16 (27%)	8 (13%)
Q#6 (Spanish)	5 (8%)	18 (30%)	21 (35%)	16 (27%)

Table 6. Use of the Dictionary for Homework for English and Spanish Classes

Question # and Language	Response A and B Daily use and Several Times a Day	Response C Weekly Use	Response D Less than Weekly Use	Response E Never
Q#5 (English)	24 (40%)	14 (23%)	14 (23%)	8 (13%)
Q# 7 (Spanish)	7 (11%)	18 (30%)	19 (32%)	16 (27%)

As seen in Tables 5 and 6, students use the dictionary more often for English class than for Spanish class. In the case of both English and Spanish classes, the students use the dictionary more for homework than in class.

Question 8 asked the students to indicate whether they used the bilingual dictionary when reading or writing. For this question the students were allowed to select more than one choice. The students responded that they used the bilingual dictionary most often for reading 85% and writing 77%.

Question 4 (Addendum) asked the students if they had a dictionary to help them read in their English class. Ninety percent answered yes; ten percent answered no indicating that the majority of the students have a dictionary to help them with their English class. They were also asked to specify the kind and the size of the dictionary.

Fifty one percent have bilingual dictionaries; 28% have monolingual dictionaries, and 21% electronic translators. Thus, a little more than half of the students prefer a bilingual dictionary to help them read in English.

In terms of size of bilingual dictionary, 25% have small dictionaries, 56% medium and 19% very big. Medium size was defined as a dictionary that was 6 ½ inches long and 4 inches wide. Anything smaller fell into the small dictionary category and anything bigger was considered very big.

Question 8 (Addendum) asked the Pre-Basic students what they do when they use their dictionary. As shown in Table 7, the selections were: *Look up every word I don't know* 78%, *use the grammar codes such as N, V < ADJ, Adv to help find what I'm looking for* 31%, *check the pronunciation of the word* 38%, *notice the spelling* 34%, *look up only important words I don't know* 66%.

Table 7. Purpose for Dictionary Use

What they do	Percentage
Look up every word I don't know	53 (78%)
Use the grammar codes such as N...	21 (31%)
Check the pronunciation of the word	26 (38%)
Notice the spelling	23 (34%)
Look up only important words I don't know	45 (66%)

As can be seen in Table 7 above the highest percentages were given to the selections *look up every word I don't know* 78%, and *look up only important words I don't know* 66%. The closeness of the percentages may be due to inability to distinguish “look up every word” from “look up only the important words”. Perhaps the students consider any unknown word as important.

Question 9 (Addendum) asked the students to select how often they used a bilingual dictionary in class and for homework in high school. As seen in Tables 8 and 9, the choices were: never, every day, at least once a week, and less than once a week. For in class dictionary use, 4% *never*, *every day* 3%, *at least once a week* 62%, *less than once a week* 31%. For homework, *never* 4%, *every day* 14%, *at least once a week* 57%, *less than once a week* 25%.

Table 8. In-Class Use - Bilingual

Frequency	Percentage
Never	3 (4%)
Every Day	2 (3%)
At least once a week	42 (62%)
Less than once a week	21 (31%)

Table 9. Use for Homework - Bilingual

Frequency	Percentage
Never	3 (4%)
Every Day	9 (14%)
At least once a week	39 (57%)
Less than once a week	17 (25%)

As can be seen in Tables 8 and 9, the highest percentages were given to the options *at least once a week* for in class use 62% and *at least once a week* for homework 57%.

Question 10 (Addendum) asked the students to select how often they used a monolingual dictionary in class and for homework in high school. As shown in Table 10, for in class use, the percentages are *never* 38%, *every day* 1%, *at least once a week* 35%, *less than once a week* 26%. As seen in Table 11, for homework, *never* 28%, *every day* 9%, *at least once a week* 35%, *less than once a week* 28%.

Table 10. In Class Use - Monolingual

Frequency	Percentage
Never	25 (38%)
Every Day	1 (1%)
At least once a week	24 (35%)
Less than once a week	18 (26%)

Table 11. Use for Homework - Monolingual

Frequency	Percentage
Never	19 (28%)
Every Day	6 (9%)
At least once a week	24 (35%)
Less than once a week	19 (28%)

2. How did the Pre-Basic students learn to use a dictionary?

Questions 9-12 of the DHQ asked the students if they had learned how to use dictionaries before they entered the UPRM. For these questions, students were able to mark more than one choice. As shown in Table 12, three quarters or more of the students reported that they had received instruction in how to use a monolingual Spanish dictionary 87%, a bilingual dictionary 87%, and a monolingual English dictionary 75%. Only about half 52% reported that they had received instruction in how to use electronic translators.

Table 12. Dictionary Instruction Before Entering UPRM

Dictionary Type	Percentage
Monolingual Spanish Dictionary	52 (87%)
Bilingual Dictionary	52 (87%)
Monolingual English Dictionary	45 (75%)
Electronic Translators	31 (52%)

Question 20 asked the students who had taught them how to use the dictionary for their English classes. For this question, students were able to mark more than one choice. They responded that they had received instruction from their teachers in elementary school 58%, from their parents 55%, and had learned by themselves 47%. Few students were taught to use a dictionary in either intermediate 20% or high school 18%.

Question 21 asked the students who had taught them how to use the dictionary for their Spanish classes. For this question, students were able to mark more than one choice. As shown in Table 13, they responded that they had received instruction from their teachers in elementary school 57%, from their parents 52% and that they had taught themselves how to use the dictionary 55%. Again, they received less instruction in intermediate school 22% and high school 15%.

Table 13. Source of Dictionary Instruction

People who taught	For English Classes	For Spanish Classes
My teacher in elementary school taught me	35 (58%)	34 (57%)
My parents taught me	33 (55%)	31 (52%)
I taught myself	28 (47%)	33 (55%)
My teacher in junior high school taught me	12 (20%)	13 (22%)
My teacher in high school taught me	11 (18%)	9 (15%)

In both English and Spanish classes, most students received instruction in using a dictionary in elementary school, but this learning was not reinforced in junior high school or high school. Less than 20% of students reported that teachers in junior high school and high school taught them how to use the dictionary. Around 50% reported that they taught themselves how to use it or they learned from their parents.

Question 1 (Addendum) asked the students what kind of schools they attended the majority of the years. As shown in Table 14, for elementary school, 66% reported that they attended public schools while 34% attended private schools. For junior high school, 69% of the students reported that they attended the public schools while 31% attended the private schools. For high school, 67% of the students reported that they attended public schools while 24% attended the private schools.

The majority of the Pre-Basic students attended public schools, and as the grade level got higher even fewer students attended private schools.

Table 14. Schools Attended

Grade Level	Public	Private
Elementary School (1-6)	45 (66%)	23 (34%)
Junior High School (7-9)	47 (69%)	21 (31%)
High School (10-12)	52 (76%)	16 (24%)

Question 2 (Addendum) asked the students if their schools had complete sets of dictionaries. As shown in Table 15, for elementary school, 56% reported that they did have complete sets of dictionaries while 44% reported that they did not. Of the students that answered “yes”, 97% reported their class sets to be bilingual, while only three percent (1 student) reported that his/hers class had a complete set of monolingual English dictionaries.

For junior high school, half of the students reported that they did have complete sets of dictionaries in their classrooms while the other half did not. Of the 34 students that answered “yes” 87% reported their class sets to be bilingual while only 13% monolingual dictionaries.

For high school, 60% reported that they did have complete sets of dictionaries while 40% reported that they did not. Of the 46% that answered “yes”, 80% reported their class sets to be bilingual while only 20% monolingual.

As we can see in the results more or less half of the students for each grade level had complete sets of dictionaries in their classrooms. In high school more students had complete sets than the other grade levels. The majority of the class sets are bilingual dictionaries.

Table 15. Students Reporting Complete Classroom Sets of Dictionaries

Grade Level	Complete Sets, Yes	Complete Sets, No	Bilingual Sets	Monolingual Sets
Elementary School (1-6)	38 (56%)	30 (44%)	37/38 (97%)	1/38 (3%)
Junior High School (7-9)	34 (50%)	34 (50%)	33/38 (87%)	5/38 (13%)
High School (10-12)	41 (60%)	27 (40%)	37/46 (80%)	9/46 (20%)

Question 3 (Addendum) asked the students if their teacher ever asked them to bring a dictionary from home. As shown in Table 16, for elementary school, 75% said “yes”, while 25% said “no”. For junior high school 76% said “yes”, while 24% said “no”. For high school 66% said “yes”, while 34% said “no”. For all grade levels a majority of the students reported bringing a dictionary from home when asked by a teacher.

Table 16. Dictionaries Brought from Home

Grade level	Yes	No
Elementary School (1-6)	51 (75%)	17 (25%)
Junior High School (7-9)	52 (76%)	16 (24%)
High School (10-12)	45 (66%)	23 (34%)

Question 5 (Addendum) asked the students if they had received classroom instruction in how to use a dictionary. As shown in Tables 17, 18 and 19, the question was divided into three categories: bilingual, monolingual and electronic translators.

Table 17. Instruction for the Bilingual Dictionary

Grade Level	Yes	No
Elementary School (1-6)	52 (76%)	16 (24%)
Junior High School (7-9)	54 (79%)	14 (21%)
High School (10-12)	48 (71%)	20 (29%)

Table 18. Instruction for the Monolingual Dictionary

Grade Level	Yes	No
Elementary School (1-6)	29 (43%)	39 (57%)
Junior High School (7-9)	36 (53%)	32 (47%)
High School (10-12)	41 (60%)	27 (40%)

Table 19. Instruction for the Electronic Translator

Grade Level	Yes	No
Elementary School (1-6)	4 (6%)	64 (94%)
Junior High School (7-9)	9 (13%)	59 (87%)
High School (10-12)	17 (25%)	51 (75%)

As can be seen in Tables 17, 18 and 19 the Pre-Basic students reported that they received more instruction for the bilingual dictionary at all grade levels than the monolingual dictionary and electronic translator.

Question 6 (Addendum) asked the students how they learned how to use a dictionary if they did not receive classroom instruction. They were asked to answer only for the dictionaries that they had. As shown in Table 20, the question was divided into three categories: bilingual, monolingual, and the electronic translator. The three selections were the same for each category.

For the bilingual dictionary there was a total of 39 answers of the 39 students responding 46% selected *I taught myself*, 51% selected *parents taught me*, 3% selected *a brother/sister/cousin/ friend about my age taught me*.

For the monolingual dictionary there was a total of 40 answers of the 40 students responding 58% selected *I taught myself*, 42% selected *parents taught me*, 0% selected *for a brother/sister/cousin/ friend about my age taught me*.

For the electronic translator there was a total of 36 answers of the 36 students responding 72% selected *I taught myself*, 25% *for parents taught me*, 3% *for a brother/sister/cousin/friend about my age taught me*.

In the category for the monolingual and the electronic translator, most students taught themselves. This means that students have less classroom instruction for the monolingual and electronic translators.

Table 20. How Students Learned to Use the Dictionary

Dictionary	I Taught Myself	Parents Taught Me	A brother....taught me
Bilingual	18 (46%)	20 (51%)	1 (3%)
Monolingual	23 (58%)	17 (42%)	0
Electronic Translator	26 (72%)	9 (25%)	1 (3%)

Question 7 (Addendum) asked the students if any of their teachers let them do any of the following in class: *let you use a dictionary in class when you were reading, play dictionary games such as who can find the meaning first, teach you to guess the meanings of some words from the situation and verify with the dictionary, teach you what N, V, Adj., and Adv are, to overlook some words you don't know if you understand the idea without them.* As shown in Tables 21, 22 and 23 students were asked to select for each one from frequently, sometimes and never. The same selections were given for the elementary, junior high school and high school.

Table 21. Dictionary Activities - Elementary School

Options	Frequently	Sometimes	Never
Let you use a dictionary in class when you were reading.	18 (26%)	36 (53%)	14 (21%)
Play dictionary games such as who can find the meaning first.	11 (16%)	28 (41%)	29 (43%)
Teach you to guess the meanings of some words from the situation and verify with the dictionary.	10 (15%)	30 (44%)	28 (41%)
Teach you what a N, V, ADJ, and ADV. are to help you find the correct meaning.	17 (25%)	31 (46%)	20 (29%)
Overlook some words you don't know if you understand the idea without them.	10 (15%)	28 (41%)	30 (44%)

Table 22. Dictionary Activities - Junior High School

Options	Frequently	Sometimes	Never
Let you use a dictionary in class when you were reading.	13 (19%)	45 (66%)	10 (15%)
Play dictionary games such as who can find the meaning first.	6 (9%)	25 (37%)	37 (54%)
Teach you to guess the meanings of some words from the situation and verify with the dictionary.	15 (22%)	26 (38%)	27 (40%)
Teach you what a N, V, ADJ, and ADV. are to help you find the correct meaning.	21 (30%)	33 (49%)	14 (21%)
Overlook some words you don't know if you understand the idea without them.	10 (15%)	31 (45%)	27 (40%)

Table 23. Dictionary Activities - High School

Options	Frequently	Sometimes	Never
Let you use a dictionary in class when you were reading.	18 (26%)	29 (43%)	21 (31%)
Play dictionary games such as who can find the meaning first.	2 (3%)	19 (28%)	47 (69%)
Teach you to guess the meanings of some words from the situation and verify with the dictionary.	13 (19%)	23 (34%)	32 (47%)
Teach you what a N, V, ADJ, and ADV. are to help you find the correct meaning.	22 (32%)	33 (49%)	13 (19%)
Overlook some words you don't know if you understand the idea without them.	14 (21%)	23 (34%)	31 (45%)

Based on the data above, there are three main findings that may affect students' ability to use a dictionary productively: (1) students did not receive enough instruction in how to identify essential and non-essential words, and (2) students did not learn or practice how to guess meaning from context. (3) students did not learn how to use the dictionary by playing games. Apparently students did not associate dictionary use as something fun even in elementary school.

3. What are the attitudes of the Pre-Basic students toward dictionary use?

Question 2 (DHQ) asked the students how important dictionaries in general (either bilingual or monolingual) were to help them with their Pre-Basic English class.

Nearly three fourths of the students (73%) reported that dictionaries were important. Approximately one fourth (27%) reported that dictionaries were a little important. No one reported that dictionaries were not important.

Question 3 asked the students how important Spanish monolingual dictionaries were to help them in their Spanish classes. More than half of the students (63%) agreed that monolingual Spanish dictionaries were important, while 35% said they were a little important, and 2% said that they were not important.

Question 22 asked the students to select the expressions that best describe their attitudes towards using the bilingual and monolingual dictionary for the English class. Students were able to mark more than one choice. As shown in Table 24, the positive expressions for the bilingual dictionary were: I find the dictionary a very helpful instrument 87%, I think that the dictionary is a good investment 85%, I like using the dictionary 80%, I think that the dictionary is important 78%. As shown in Table 25, the negative expressions for the bilingual dictionary were: I make myself use the dictionary 40%, I ask someone for the definition of the word instead of looking it up 33%, I don't like looking up words 20%, I don't like using the dictionary 13%, I don't use my dictionary 13%.

As shown in Table 24, the positive expressions for the monolingual dictionary were: I find the dictionary a very helpful instrument 58%, I think the dictionary is a good investment 57%, I like using the dictionary 37%, I think that the dictionary is important 60%. As shown in Table 25, the negative expressions were: I make myself use the dictionary 20%, I ask someone for the definition of the word instead of looking it up

30%, I don't like looking up words 32%, I don't like using the dictionary 42%, I don't use my dictionary 20%,

Table 24. Attitude Towards the Bilingual and Monolingual Dictionaries - Positive

Positive Expressions	Bilingual dictionary	Monolingual dictionary
I find the dictionary a very helpful instrument	52 (87%)	35 (58%)
I think the dictionary is a good investment	51 (85%)	34 (57%)
I like using the dictionary	48 (80%)	22 (37%)
I think that the dictionary is important	47 (78%)	36 (60%)

Table 25. Attitude Towards the Bilingual and Monolingual Dictionaries - Negative

Negative Expressions	Bilingual dictionary	Monolingual Dictionary
I make myself use the dictionary	24 (40%)	12 (20%)
I ask someone for the definition of the word instead of looking it up	20 (33%)	18 (30%)
I don't like looking up words	12 (20%)	19 (32%)
I don't like using the dictionary	8 (13%)	25 (42%)
I don't use my dictionary	8 (13%)	12 (20%)

In Table 24 we can see that the percentages for the positive expressions are higher for the bilingual dictionary than for the monolingual dictionary. This suggests that students would rather use the bilingual dictionary than the monolingual dictionary for the Pre-Basic English class.

When comparing the negative expressions for the bilingual dictionary, it is important to note that the percentages for the first two negative expressions are slightly higher for the bilingual dictionary than for the monolingual dictionary. Yet for the last three negative expressions for the bilingual dictionary: "I don't like looking up words" (20%), "I don't use my dictionary" (13%) and "I don't like using the dictionary" (13%),

the bilingual dictionary has a lower percentage than for the negative expressions for the monolingual dictionary. These percentages are very low; this could mean that in spite of the fact that there is a large percentage of students that don't like using the dictionary, there is a large percentage of students that do use the bilingual dictionary since the percentage for the negative expression for "I don't use my dictionary is only" (13%).

Question 25, an open-ended question, asked students if they liked using the dictionary and why or why not. Seventy-three percent of the students said they liked using it, while 27% said they did not like to use the dictionary. The reasons for liking to use the dictionary were: "It helps me learn and use words correctly", "it is very important", "it helps me understand words and it broadens my vocabulary". The reasons for not liking to use the dictionary were: "It takes too long to look up words", "it is boring to look up words", "and my eyes start to bother me".

Question 14 asked the students to select *yes* or *no* as to whether or not they read well without a dictionary. Almost three-fourths of the students (73%) said that they did not understand well what they read without their dictionaries while approximately one fourth (27%) said that they did. Question 13 asked the students to select *yes* or *no* as to whether or not they would use their dictionaries more often if they knew how to use them better. It was not a surprise that for question 13 half of the students (50%) said that they would use the dictionary more if they knew how to use it more efficiently.

Discussion of Student Questionnaire (DHQ) and Addendum

This section is a discussion of Research Question 2 through the analysis of the data provided by the DHQ and Addendum, which provide answers to the following sub-questions.

1. What dictionaries do Pre-Basic students have and how do they use them?
2. How did the Pre-Basic students learn to use a dictionary?
3. What are the attitudes of the Pre-Basic students towards dictionary use?

The information provided below is based on the responses to the DHQ of 60 Pre-Basic English students and the responses of the 68 summer students to the Addendum. The questions that are from the (Addendum) are marked as such.

1. *What dictionaries do Pre-Basic students have and how do they use them?*

Based on the results of the DHQ, more Pre-Basic English students have bilingual dictionaries than monolingual dictionaries. Eighty-seven percent of the students answered that they have a bilingual dictionary for English, while 43% reported to have a monolingual dictionary. Thus, students at this level may consider that finding the translation may be easier for them than reading the definition in English. These results are in line with the findings of Bensoussan et. al. (1984) and Coriano 2001. Baxter (1980) also found that students preferred the bilingual dictionary because it was easier to use and that the definitions in the monolingual dictionary were too difficult to understand. Coriano's (2001) subjects preferred the translation in Spanish when identifying words they did not know in the reading. Not surprisingly, the participants in this study also preferred a bilingual dictionary over a monolingual dictionary perhaps because they do

not have the control of the 2,000 most frequent word families, which are used to define entries in a learners' monolingual dictionary.

In spite of the high percentage of students that reported that they had a dictionary for the Pre-Basic English class, only a minority bring it to class because it weighs too much, is too big, is not needed for class, or they already know many words and don't need it. Furthermore, they may not take their dictionaries to class possibly because they do not have a need to use them in class. Perhaps the professor does not encourage in class dictionary use or there is no time for in-class dictionary use. Another possibility for not bringing dictionaries to class could be that the curriculum itself does not include lesson plans related to specific instruction in dictionary use.

It was also found that students used dictionaries primarily for definitions. Findings also suggest that students lack a basic understanding of how to distinguish essential from non-essential words because they might not have received explicit instruction in this area. It could also be that the curriculum did not require instructors to take time in class to practice this skill.

It was also found that the monolingual English dictionary may be too difficult for students to understand at the Pre-Basic level because they do not have enough vocabulary to understand the monolingual definitions in English.

The study also showed that students use the dictionary more often for English class than for Spanish class, showing a greater need for dictionary use when dealing with the English language than their native language. In the case of both English and Spanish classes, the students use the dictionary more for homework than in class, reflecting once again that there might be little in class dictionary use and instruction.

2. How did the Pre-Basic students learn to use a dictionary?

Based on the students' responses, they most likely received instruction in elementary school for using a bilingual dictionary. If they did not get instruction in school, they reported their parents taught them or they taught themselves. However, it is not clear from these responses what the quality of the instruction was.

Questions 9-12 of the DHQ asked the students if they had learned how to use dictionaries before they entered the UPRM. More than 70% of the students reported that they did receive instruction in how to use a monolingual Spanish dictionary, bilingual dictionary and monolingual English dictionary. Yet when asked in question 20 who had taught them how to use the dictionary for their English classes, the highest percentage was for the option *teachers in elementary school* (58%), *teachers in intermediate* 20% and for *teachers in high school* (18%). This shows that Pre-Basic students might be receiving little instruction in junior high school and high school. For this reason, professors cannot assume that the students know how to use a dictionary. Since the instruction that they received was in elementary school, most likely students do not remember what they had learned early on in their education or they may have learned little at that age. For question, 21 students also reported that they received very little instruction in junior high school and high school on how to use the Spanish dictionary. Luppescu and Day (1993) believed that teachers cannot assume that students know how to use the dictionary and recommend teaching students effective strategies to use while they are consulting bilingual dictionaries due to the complexity of the task.

Question 5 of the Addendum asked the students if they had been taught how to use a dictionary. Pre-Basic students who answered the second questionnaire reported that

they received more instruction for the bilingual dictionary at all grade levels than instruction in the use of the monolingual dictionary and electronic translator. However it must be noted that the data collected using the DHQ and the data collected using the Addendum yield contradictory results. The DHQ shows substantial instruction for elementary school tapering off in junior and senior high school. In contrast, the Addendum shows substantial instruction in junior and senior high school. This may be due to a difference in the two instruments used and/ or the difference in the two different samples allegedly from the same population.

Question 6 of the Addendum asked the students how they learned how to use a dictionary if they did not receive classroom instruction. For the monolingual and the electronic translator, most students taught themselves. This means that students have little or no instruction for the use of monolingual and electronic translators. This may also pose new questions in terms of the need for dictionary use and instruction when it comes to electronic resources since we are now living in an electronic era with digital versions of dictionaries and hypertexts with links such as those used by Coriano (2001) in which computerized texts included CALL-based annotations with definitions and translations.

Question 7 asked the students if their teachers taught them specific strategies for dictionary use such as recognizing parts of speech and guessing meaning from context. Students' answers show that they received very little or no instruction when it comes to very specific strategies to help them deal with the complex task of using a dictionary. This is in agreement with Luppescu and Day (1993) and the fact that teachers need to focus on teaching specific strategies for students to cope with unknown words when reading in order to use dictionaries productively and effectively. These strategies may

include basic strategies when reading in English such as trying to find a definition in the text and specific instruction of how to find the correct definition in a dictionary through the recognition of parts of speech, for instance. These are only two examples of the type of explicit and specific instruction students might work on as part of dictionary instruction that are probably not familiar to Pre-Basic English students.

3. What are the attitudes of the Pre-Basic students towards dictionary use?

When asked how important dictionaries in general (either bilingual or monolingual) were to help them with their Pre-Basic English class, 73% of students reported they were important. Sixty-three percent of students also reported that they consider the dictionary to be important to help them with their Spanish classes. This means that they consider the dictionary an important tool to help them with their English and Spanish classes.

When asked to select the expressions that best describe their attitudes towards using the bilingual and monolingual dictionary for the English class, the percentages for the positive expressions are higher for the bilingual dictionary than for the monolingual dictionary. This suggests that students would rather use the bilingual dictionary than the monolingual dictionary for the Pre-Basic English class. When asked if they liked using the dictionary and why or why not, 73% said they did like using it, while 27% said they did not. The reasons for not liking to use the dictionary were: “It takes too long to look up words”, “It is boring to look up words”, and “My eyes start to bother me”. These reasons are evident for the need to teach students to use the dictionary more effectively and to teach them to look up only the important words. Students should see the dictionary as a helpful tool, not as something that bothers them.

When asked to indicate whether or not they read well without a dictionary, 73% said that they did not understand well what they read without their dictionaries. When asked to indicate whether or not they would use their dictionaries more often if they knew how to use them better, 50% said that they would use their dictionary more often if they knew how to use it well. Thus we see that many Pre-Basic English students might not understand many words of the English language. For this reason they need their dictionary to understand what they read and to learn more vocabulary independently.

Results and Discussion of Think-Aloud Protocols

As shown in Table 26 students made several mistakes as they looked up the words that they did not know in the reading.

Table 26: Dictionary Mistakes from the Think-aloud Session

Mistake Number	Stu. #1	Stu. #2	Stu. #3	Stu. #4	Stu. #5	Stu.#6
1 Looked at the wrong side (Spanish/English) for the definition	X					
2. Did not recognize phrasal verbs	X	X				X
3. Did not recognize idiomatic expressions	X	X		X	X	X
4. Problems identifying parts of speech		X	X	X		
5. Did not know how to remove suffix and identify base words			X	X		
6. Looked up the wrong word					X	

Examples of Mistakes Made by Students from the Think-aloud Session

Mistake # 1: Looking at the wrong side (Spanish/English) for the definition

One mistake that a student made when using the dictionary was looking at the wrong side. The following example from the data shows this:

Student #1: SMILED....I'm in the S.....SN.....oh these words are in Spanish. **I have to look at the other side.** Now possibly I can find the word.

Context: The local native **smiled**, bent down and picked up yet another starfish, and as he threw it back into the sea, he replied, "In the mean time I made a difference to that one!"

The student first looked up the word *using the wrong side*, Spanish/English of the dictionary. But then she realized that she had to use the English/Spanish side. She then went back and found the meaning of the word using the right side of the dictionary. She looked for seven different words before she finally realized that she was looking at the wrong side of the dictionary. This is a skill that she was not familiar with at the time of the study and she incidentally learned how to do it while doing the think-aloud session.

Mistake # 2: Did not recognize phrasal verbs

Another mistake that students made was not recognizing phrasal verbs. The following example from the data shows this:

Context: As he walked along, he began to see another man in the distance. As he grew nearer, my friend noticed that the local native kept **leaning down**, picking something up and throwing it out into the water.

Student # 1: LEANING.....PROCLIVIDAD, INCLINACION. The definition is INCLINACION because I don't know the definition of PROCLIVIDAD.

Student # 2: I am going to look for the word LEANING in the dictionary. I am looking on the English to Spanish side. I started to look in the letter F.....L.....ok.....L.....LEANING is PROCLIVIDAD or INCLINACION. It is INCLINACION.

Students # 1 and # 2 did not recognize the phrasal verb LEANING DOWN. The students only underlined and looked up the verb LEANING. The student chose the noun INCLINACION for the definition. This shows that Pre-Basic English students may not have received instruction in how to identify phrasal verbs and other multiword expressions. In other words, Pre-Basic English students may not know that in English there are words that need two words or more to make one meaning. Thus, they often focus on one word when they try to identify unknown words in a given context.

Mistake # 3: Did not recognize idiomatic expressions

Another mistake that students made was not recognizing idiomatic expressions. The following example from the data shows this:

Context: Then, the man replied, "I stand corrected, I see now what you mean."

"The next time I see a starfish I will **make a stab** at doing the same thing."

Student # 4: Now we are looking for the other word, STAB. I am looking for it in alphabetical order. STAB means APUNALAR.

Student # 5: Now I am going to look for STAB. I am in the R.....STAB.....APUNALAR.

Students #4 and #5 did not recognize the idiomatic expression *make a stab*. They only looked up the word *stab*. They selected the translation for the word (stab as to hurt someone with a knife). They did not realize that they had chosen an incorrect meaning. This shows that Pre-Basic students have trouble identifying idiomatic expressions and furthermore that they do not check to make sure that the meaning makes sense in context. They do not know that idiomatic expressions are a group of words that together make one meaning. Students must be taught that sometimes idiomatic expressions mean something very different from the words they see in the phrase. In some cases there are idioms that are transparent in meaning, but in some instances there are idioms that are opaque in meaning.

Mistake # 4: Problems with parts of speech

Another mistake that students made when identifying unknown words was not recognizing parts of speech. The same example that involved an idiom shows an error in recognizing part of speech.

Student # 1: LEANING.....PROCLIVIDAD, INCLINACION. The definition is INCLINACION because I don't know the definition of PROCLIVIDAD.

Student # 2: I am going to look for the word LEANING in the dictionary. I am looking on the English to Spanish side. I started to look in the letter

F.....L.....ok.....L.....LEANING is PROCLIVIDAD or INCLINACION. It is INCLINACION.

This excerpt from the data is an example of not recognizing parts of speech since the student did not select the definition for leaning as a verb, instead the student selected the word leaning as a noun.

Mistake # 5: Did not know how to remove the suffix

Another mistake that students made was not removing the suffix from the base words. The following example from the data shows this:

Context: As my friend approached even closer, he noticed that the man was picking up starfish that had been washed up on the beach and, one at a time, he was **throwing** them back into the water.

Student # 3: THROWING.....THROWING.....THROWING.....TH...
THROWING.....the word that I find is THROW.....it means TIRAR.

The student did not recognize that the suffix-ING is for the progressive. If the student had known this, then he/she would have been able to say the correct definition in Spanish, which is *lanzando* or *tirando*.

Mistake # 6: Looked up the Wrong Word

Another mistake that a student made was to look up the wrong word because the word was mistaken for another word. The following example from the data shows this:

Context: The local native smiled, bent down and picked up yet another starfish, and as he threw it back into the sea, he **replied**, “In the mean time I made a difference to that one!”

Student # 5: Now I am going to look for REPLIED.....SA.....SO.....SL
in the Q.....in the
R.....RA.....RE.....REC.....
RED.....REP.....REPL.....and it does not
appear with -ED in the final position and the definition is ‘play again’.

The student found the word *replay* instead of *reply*. This mistake also shows that students have to be careful when looking up a word and when reading a definition. They have to be taught to be conscious that one letter can change the meaning of a word.

Discussion of Think-Aloud Protocols

One of the reasons for the mistakes students made as they looked up the words that they did not know in the reading was that they were not aware of multiword expressions such as idioms and phrasal verbs. Three of the students focused on just one word instead of the phrasal verb or the idiom. When asked to underline the unknown words in the text they only underlined one word. They just looked up one word; they did not recognize that the word they were looking for had a particle that goes with it. In the case of parts of speech, three students were not able to identify the parts of speech correctly. This may be due to a lack of understanding or lack instruction in identifying parts of speech and word families.

Based on data from both the think-alouds and the questionnaires, the results suggest a need for Pre-Basic instructors to integrate lessons dealing with specific strategies and explicit instruction for dictionary use in the Pre-Basic curriculum. Further, there seems to be a need for teaching basic skills when dealing with unknown vocabulary since such skills relate to teaching reading comprehension. It is for that reason that the next chapter includes a set of suggested lesson plans which could be taught at the Pre-Basic English level. They are meant to serve as guidelines for meeting the evident need for this kind of instruction.

Chapter V: Sample Teaching Unit for Dictionary Instruction

I developed the following lesson plans as a guide for dictionary instruction for the Pre-Basic English students based on students' mistakes found in the think-aloud session. The six lesson plans and their exercises include: recognizing base words, identifying parts of speech, recognizing phrasal verbs, recognizing idiomatic expressions, recognizing if there is enough context to let you infer and identifying essential and non-essential words.

In addition to my own findings, the rationale for developing and organizing the lesson plans was based on Luppescu and Day (1993) who found that the use of a dictionary may be confusing as it involves "looking for a suitable headword, comprehending the entry, locating the appropriate part of the definition, connecting the right sense to the context, and putting the word within the context of the unknown or difficult word in the text" (p.274). Thus, they do not believe that teachers can assume that students know how to use a dictionary, and recommend that teachers consider teaching students effective strategies to use while they are consulting bilingual dictionaries. This teaching unit is also based on Nation and Waring (1997) and the need for teaching instruction of word families and high frequency words so that students are able to read and communicate in the target language.

Lesson Plans

Lesson Plan #1 Recognizing Base Words

Level: Pre-Basic English

Purpose: A problem faced by Pre-Basic students is their inability to recognize words from the same word family because they have the same base word in them. They need this ability to locate the correct meaning of such words in the dictionary. This lesson is intended to help students recognize such words.

Objectives

1. Students will be able to recognize words from the same family.
2. Students will be able to recognize base words.

Materials

1. Bilingual dictionaries
2. Photocopy of the exercise

Pre-activities: Introduction to the Concept of Base Words and Word Families

1. The instructor will explain the concept of base words and word families to the students.
2. The instructor will write the word *analyze* on the board and then students will be asked to come up with words that are members of the same word family if they cannot do this, the teacher will hand-out the exercise and show them the example.

Activities

1. Students will be told that a dictionary does not include separate entries for all the members of a word family. Words with inflectional suffixes are not generally listed separately, except in the case of participial adjectives. For this reason they have to learn to identify the base words.
2. The students will do the exercise in class.
3. After the students finish, the instructor will discuss the exercise with them.

Exercise 1 for Lesson #1

Name _____

Date _____

Pre-Basic English Section _____

Grouping Word Families

Instructions: The chart below includes words from different word families. Match the base words with their word family. For example, the words *analytical* and *analysts* go under the base word *analyze*:

Example: Analyze

1. analytical
2. analyst
3. analyzing
4. analyzed

Availability	Estimation	Identifies
Identifying	Financial	Creative
Estimating	Creator	Financially
Processed	Unavailable	Financing
Processing	Creation	Identification

Available

- 1.
- 2.

Create

- 1.
- 2.
- 3.

Estimate

- 1.
- 2.
- 3.

Finance

- 1.
- 2.
- 3.

Identify

- 1.
- 2.

Process

- 1.
- 2.

Exercise 2 for Lesson #1

Name _____

Date _____

Pre-Basic English Section ____

Identifying Base Words

Instructions: Remove the suffixes and underline the base word.

Example: teaching from the word family teach

1. Assessing
2. Approaching
3. Consists
4. Exports
5. Contexts
6. Established
7. Approached
8. Assesses
9. Consisted
10. Majority
11. Exporter
12. Establishes
13. Approaches
14. Consisting
15. Exporting

Lesson Plan #2: Identifying Parts of Speech

Level: Pre-Basic

Purpose: To identify parts of speech as a first step to looking up the right word in the dictionary.

Objectives

1. Students will be able to identify the four main parts of speech.
2. Students will find the correct meaning of a given word based on the context.

Materials

1. Bilingual dictionary
2. Photocopy of the exercise

Pre-activities

1. The instructor will show students a chart with each word category, its definition, and examples for each to make sure students know what they are. (The examples will be solicited from the students.)

Part of Speech	Definition	Example
Noun	A word that names a place, person, or thing	
Verb	A word that shows action or state of being	
Adjective	A word that describes a noun	
Adverb	A word that modifies an adjective, a verb or another adverb	

2. The instructor will explain to the students that some English words can be used as more than one part of speech without any change in the form of the word. Students need to look at the grammatical context to decide how the word is being used in order to be able to look up the correct definition.

Activities

1. Students will do the exercise.
2. The instructor will discuss the exercise with the students.

Exercise for Lesson #2

Name _____

Date _____

Pre-Basic English Section ____

Identifying Parts of Speech

Instructions: Each underlined word is identified as a noun, verb, adjective, or adverb. Use your dictionary and write the definition for each word using the dictionary.

1. The River was very rapid (adjective) and dangerous. _____
2. The water was moving rapidly (adverb) towards the ocean. _____
3. Marlene is a model (adjective) student. _____
4. Carlos wants to be a model (noun) someday. _____
5. The children will model (verb) clothes for Easter. _____

Exercise II. Write the part of speech of the words in each sentence.

1. Maria took the brown car for a ride.

Word	Part of Speech
a. car	_____
b. took	_____
c. brown	_____
d. ride	_____

2. I ride my bike to school.

Word	Part of Speech
a. ride	_____
b. bike	_____
c. school	_____

3. The lawyer has a very successful practice in Mayaguez.

Word	Part of Speech
a. lawyer	_____
b. has	_____
c. successful	_____
d. practice	_____

4. Tony and Sally practice volleyball every Tuesday.

Word

Part of Speech

- a. practice
- b. volleyball
- c. Tuesday

6. We saw the new bear at the zoo yesterday.

Word

Part of Speech

- a. saw
- b. bear
- c. new

7. I cannot bear to see you sad.

Word

Part of Speech

- a. bear
- b. see
- c. sad

Lesson plan #3: Recognizing Phrasal Verbs

Level: Pre-Basic English

Purpose: To teach students how to deal with phrasal verbs which are one type of multiword expression. These are not easy to find in a dictionary because they are not usually the main entry.

Objectives

1. Students will be able to choose the correct phrasal verb in a given context
2. Students will be able to identify the meaning of a phrasal verb when using the dictionary

Materials

1. Photocopy of the exercise
2. Computers with Internet access

Pre-activities

1. The instructor will define phrasal verbs — multi-word verbs that are made up of a basic verb and another word or words. The other words are usually prepositions or adverbs in other situations.
2. The instructor will show students some examples of phrasal verbs and their meaning.
 - a. look after - take care of
 - b. look up - information in a book
 - c. look forward to - anticipate with pleasure
3. The instructor will explain to the students that the definitions of a phrasal verb can sometimes be found in the dictionary and sometimes they cannot. They will find the definition of the phrasal verbs in the dictionary under the main verb and printed in bold face font.

Activities

1. The instructor will ask the students to search the internet for the 200 most common phrasal verbs.
2. Students will look at the list of the 200 most common phrasal verbs.
8. The instructors will explain to the students that they could print out the list and have it as reference.
9. The students will do the exercise using the reference list.
10. The instructor will discuss the exercise with the students.

Exercise for Lesson #3

Name _____

Date _____

Pre-Basic English Section ____

Recognizing Phrasal Verbs

Instructions: Circle the appropriate phrasal verb for each sentence.

1. I am _____ Maria's number in the telephone directory.
a. looking up b. looking after c. looking into
2. My mom was going to bake a cake but she _____ eggs.
a. ran up b. ran into c. ran out of
3. My car _____ yesterday.
a. broke up b. broke down c. broke off
4. Margie's sister _____ from home.
a. ran away b. ran into c. ran out of
5. I like to _____ at least half an hour a day. It is important to be healthy.
a. work out b. work for c. work up
6. Maria and Pedro _____ after five years together.
a. broke up b. broke down c. broke in
7. Can you _____ the lights so that I can see better?
a. switch off b. switch on c. switch over
8. I _____ meeting his mom.
a. look up b. look for c. look forward to
9. I have to buy ink for my printer because I _____ yesterday.
a. ran out b. ran into c. ran away
10. I can't _____ meeting Ricky Martin. It was so exciting!
a. get on with b. get up c. get over

Underline the phrasal verbs in the following paragraph.

Toby was a good boy who loved to play in the park. He was sad because his mom was not going to take him there. Later, she made up her mind to take him to the park, but she didn't tell him where they were going. As they got closer to the park, he began to cheer up because he realized where they were going. When they got out of the car, Toby ran to the swings. Toby's mom needed to tell him to calm down because he was too excited. She was worried that because he had just eaten recently he might get sick to his stomach and throw up.

Lesson plan #4 - Recognizing Idiomatic Expressions

Level: Pre-Basic English

Purpose: Idioms are one type of multiword expression that is not always found in the dictionary. Nevertheless, students need to start recognizing this type of item, use the dictionary, and try to make sense of the expression.

Objective

1. Students will be able to recognize multiword expressions such as idiomatic expressions.
2. Students will become aware of the fact that there are other types of dictionaries specifically for idiomatic expressions so that they do not translate such expressions literally when the meaning is non-literal or opaque in meaning.

Materials

1. Photocopy of the exercise
2. Bilingual dictionary
3. Dictionary of American Idioms

Pre-Activities

1. The instructor will introduce the concept of idiomatic expression – a fixed group of fixed words that have a specific meaning together that cannot be determined by knowing the meaning of the individual words.
2. The instructor will explain to the students that they can sometimes find the definition in the dictionary and sometimes they cannot.
3. The instructor will show and explain to the students that there are dictionaries that specialize in idiomatic expressions.
4. The instructor will explain to the students that idioms in some cases are transparent in meaning (literal meaning) or opaque (non-literal meaning). In addition, some idioms are similar in English and Spanish and are therefore easier to understand.

Type of Idiom	Meaning in English	Meaning in Spanish
a. literal meaning	behind closed doors	a puerta cerrada
b. non-literal meaning	to quit cold turkey	parar en seco

5. The instructor will show the students examples of how to use context to choose the right definitions.

Activities

1. Have students do the exercise.
2. Discuss and correct of the exercise.

Exercise 1 for Lesson #4

Name _____

Date _____

Pre-Basic English Section ____

Defining Idiomatic Expressions

Instructions: Read each underlined idiomatic expression in each sentence. Then, try to define it without using a dictionary. Numbers 1-8 are equivalent in English and Spanish; numbers 9 and 10 are not.

1. Going to the Dominican Republic to do missionary work made me open my eyes to how blessed I am.
Meaning:_____.
2. In so many words he told me to shut up. I was so embarrassed.
Meaning:_____.
3. The captain was in charge of the troops.
Meaning:_____.
4. After living in the city for so long I felt like a fish out of water in the country.
Meaning:_____.
5. I think Sara loves to play with fire because she continues to get in trouble by going out with married men.
Meaning:_____.
6. Magaly struck gold when she married a millionaire.
Meaning:_____.
7. My jaw dropped when heard Maria won the lottery. I was surprised.
Meaning:_____.
8. I want to break the ice with that boy. I am going to invite him to the party.
Meaning:_____.
9. I think Amy spilled the beans about her pregnancy.
Meaning:_____.
10. Marta is not my kind of person. She is always putting on airs.
Meaning:_____.

Exercise 2 for Lesson #4

Name _____

Date _____

Pre-Basic English Section ____

Recognizing Idiomatic Expressions

May be too difficult for students to do on their own. Instructors may do this exercise with the students. The students may use the dictionary.

Instructions: Underline the idiomatic expression in each sentence. Then, try to define it without using a dictionary.

1. Carmen's brother is trying to stop using drugs. He quit cold turkey.
Meaning:_____.
2. Sandra hit the brakes and lost control of the car.
Meaning:_____.
3. Tony is out of breath because he is not used to exercising.
Meaning:_____.
4. Maria was anxious to find out her grade. I told her she needed to keep her shirt on for at least one more week.
Meaning:_____.
5. Women don't know that men are hard to find. They are not a dime a dozen.
Meaning:_____.
6. The school director is a very strict man. He wants everything done by the book.
Meaning:_____.
7. She looks like a shy person, but you can't judge a book by its cover.
Meaning:_____.
8. Margie let the cat out of the bag. She told everyone about her friend's big secret.
Meaning:_____.
9. Michelle doesn't speak with anyone. I think a cat got her tongue.
Meaning:_____.
10. Maria only has eyes for Pedro. She is so stupid. There are so many other guys who like her.
Meaning:_____.

Lesson Plan #5 Inferring Meaning from Context

Level: Pre-Basic

Purpose: One strategy that students in Pre-Basic English need to be aware of is that they do not need to use a dictionary all the time. They need to learn how to use the context to get the meaning of a word if there is enough context to do so.

Objectives:

1. Students will try to infer meaning from context before looking up the word in a dictionary.
2. Students will use the dictionary if they are not able to infer meaning from context.

Pre-activities for inferring meaning from context

1. The instructor will explain to students that they may be able to infer the meaning of a word from context, but if there is not enough context, they may need to look up the word in the dictionary.
2. The instructor will explain to the students that they will know if a word is important if they don't get the main idea of the text without the definition of the word.
e.g. The woman drank three tuds for breakfast. The doctor said it was going to make her healthy.
We can assume that the woman drank some kind of liquid that is good for your health, perhaps orange juice. In this case the student can continue to read without the use of a dictionary.

Activities

1. Students will do the exercise.
2. Instructor and students will discuss and correct the exercise.

Exercise for Lesson #5

Name _____

Date _____

Pre-Basic English Section ____

Recognizing if there is enough context to able to infer

Instructions: Read each sentence and determine if you can guess the meaning of the underlined word from context and then underline the context that helps you get the meaning of the word. If the context does not help you then look up the word in the dictionary.

1. A career is one of the most important things in a person's life. If a person decides what he/she wants to do for the rest of their lives they will be very happy with themselves.

Can I guess the meaning from context? Yes or No?

If so, my guess: _____

If not, dictionary definition: _____

2. I made a mistake because I told someone a secret about a friend of mine, and I know I shouldn't have. I know I did wrong, and I feel really bad. I know that my friend is going to tell everyone about it.

Can I guess the meaning from context? Yes or No?

If so, my guess: _____

If not, dictionary definition: _____

3. My mom gave me a pair of jeans for Christmas. I just love them!

Can I guess the meaning from context? Yes or No?

If so, my guess: _____

If not, dictionary definition: _____

4. I am writing a skid for my English class. It is not very long but it still needs ten actors.

Can I guess the meaning from context? Yes or No?

If so, my guess: _____

If not, dictionary definition: _____

5. I have a dog and I want to get rid of it. I am tired of it.

Can I guess the meaning from context? Yes or No?

If so, my guess: _____

If not, dictionary definition: _____

Lesson plan #6 - Identifying Essential and Non-Essential Words

Level: Pre-Basic

Purpose: One recurrent issue for Pre-Basic English students is the need for them to learn how to identify essential and non-essential words. This will help students to use the dictionary more productively instead of looking up every unknown word they encounter when reading.

Objective

Students will be able to determine if the word is essential or non-essential.

Materials

Photocopy of the exercise

Pre-activities for identifying essential and non-essential words

1. The instructor will explain to the students how some words are essential when reading in order to get the meaning of a sentence.
2. The instructor will explain to the students that if a word is not essential, they do not have to use the dictionary since it is very time consuming to look up every word. Also if the word is non-essential, it is better not to stop reading, at least the first time through.
3. The instructor will show examples of how to identify essential and non-essential words.

Activities for identifying essential and non-essential words

1. Students will work on an exercise in order to identify essential and non-essential words individually.
2. Students will discuss the exercise with the teacher.

Exercise for Lesson plan #6

Pre-Basic English Section _____

Date _____

Identifying Essential and Non-Essential Words

Instructions: Identify each underlined word as **Essential** or **Non-Essential**. Then, if the word is essential, use the dictionary if you cannot guess the meaning from context.

1. Teenagers don't usually think about the consequences of having sex without protection.

Essential _____ Non-Essential _____ Definition: _____

2. I went to a lavish dinner with my husband.

Essential _____ Non-Essential _____ Definition: _____

3. In Muslim cultures it is rude for a woman to show her face.

Essential _____ Non-Essential _____ Definition: _____

4. I put the flowers that Tom gave me in a vase. I wanted to make sure they looked pretty.

Essential _____ Non-Essential _____ Definition: _____

5. I can't believe that Mary believed Tom; what he told her was hearsay. You can't believe everything that you hear.

Essential _____ Non-Essential _____ Definition: _____

6. I bought a pair of jeans. I am going to wear them for casual day.

Essential _____ Non-Essential _____ Definition: _____

7. I want my husband to buy me a necklace for our wedding anniversary.

Essential _____ Non-Essential _____ Definition: _____

Chapter VI: Conclusions

This thesis addressed the instructors' views on the role of dictionary use and instruction for their Pre-Basic English students as well as students' dictionary use and habits in English and in Spanish based on their recollection of dictionary use and their actual performance. This chapter includes the major findings of the study, pedagogical implications of these findings, limitations of the study, and directions for future research.

Research Question 1: From the point of view of the professors and instructors of Pre-Basic English, what is the role of the dictionary in the Pre-Basic English classroom?

Instructors at the Pre-Basic English level are not in agreement in terms of dictionary use and instruction in the classroom probably due to the lack of specific and uniform guidelines for dictionary use instruction in the Pre-Basic English curriculum. However, this conclusion is based on the participants' responses at the time of the study and not on any analysis of the Pre-Basic curriculum. This finding is relevant to those designing the curriculum since it is evident that there should be an agreement, not only in terms of the type and quality of instruction students need, but also the materials and the dictionaries students should use at this level.

Research Question 2: What is the Pre-Basic English students' dictionary learning history and what are their dictionary using habits?

There were contradictions between the findings of the DHQ and the Addendum regarding the quantity of instructions students received mostly at the secondary level. However, students started college with apparently very little knowledge of effective dictionary use based on the think-aloud protocols. This affects their reading

comprehension and their vocabulary learning skills in English since dictionaries can be used as an effective tool when learning new vocabulary and when reading. Further, students reported that they use bilingual dictionaries more than any other kind of dictionary for their Pre-Basic English class. This is in line with previous studies (Coriano, 2001), which also shows that students prefer to read translations of words. Also, there is a possibility for students to use bilingualized dictionaries since these types of dictionaries offer both English and Spanish definitions.

A large number of students reported that they do not read well without a dictionary, yet more than half of the students reported that they do not know how to use the dictionary well. This shows a contradiction in terms of their needs and their effective use of dictionaries. If students need to use a dictionary to be able to read, they need instruction in dictionary use.

Students reported several problems with dictionary use such as not being able to find words in the dictionary. This shows that students may have very little instruction in how to use strategies when it comes to identify essential words and how to use strategies to find the meaning of words in the dictionary such as identifying parts of speech.

Research Question 3: What are the dictionary using habits of the Pre-Basic English students based on their actual performance?

When Pre-Basic English students were asked to perform a task in which they had to read and look up unknown words in the dictionary, students were unable to use the dictionary effectively. They were not able to use basic strategies such as identifying parts of speech, identifying words with more than one meaning, identifying essential and non-essential words and so on. Although they reported they had some dictionary instruction,

they were not able to use a bilingual dictionary effectively. This suggests that Pre-Basic English students need explicit instruction in how to use basic strategies when using a dictionary.

Pedagogical Implications

During the three years of my Teaching Assistantship at the UPRM, I taught Pre-Basic English three times. During that time I noticed that the Pre-Basic students are very limited in English language skills. While I was teaching the class I noticed that I was a “good translator” while I was in the classroom. Whenever they did not understand a word, they asked me. I gave them the meaning with a very good explanation as to why the definition that I provided was the correct one. I may have been doing a disservice because I could have taken advantage of this time to teach basic dictionary skills. For instance, the fact that they are not able to recognize essential and non-essential words should be a major concern at this early stage of learning how to read in English since not having such skills when using a dictionary interferes with their reading comprehension. Our roles as instructors should be to help students become independent learners who can use the dictionary as a learning tool. Therefore, one of the objectives for in-class use is to prepare the Pre-Basic students to use dictionaries well so that they can work independently.

Choosing a dictionary for students is also an important issue that should be discussed by Pre-Basic English instructors. They need to take into consideration that there are many types of dictionaries and that different students will benefit from different dictionaries. Assessing students’ needs early on may also help instructors to make such a crucial decision. At this level, students would benefit from a bilingual or a bilingualized

dictionary since they cannot infer meaning in many cases because they may not know enough words to do so (Baker, 2004; Nation & Waring, 1997). Thus, a monolingual dictionary may not be very helpful at this stage.

The main pedagogical implication for this study is that the professors who teach Pre-Basic English should not assume that their students know how to use the dictionary. They should all come to an agreement as to what bilingual dictionary they want to recommend to their students. They should also model and teach good dictionary habits and how to handle unknown vocabulary early in the semester and continue to reinforce these skills throughout the semester. Dictionary instruction could also take place outside of class. For instance, the English laboratory could have a unit on dictionary use.

Limitations of the Study

A limitation of this study is the design of the student questionnaire. Since I wanted to get the dictionary using habits in English and in Spanish of the Pre-Basic English students in the questionnaire, I designed a question that asked about the problems that students encountered when using a monolingual English dictionary. However, I did not prepare a similar question for the bilingual dictionary. This limited the information I needed to be able to prepare instructional material. In some cases I was not specific about what kind of dictionary I was asking about. If the study is replicated, students should be asked specific questions about the type of dictionaries and show them examples of such dictionaries.

Another limitation of the questionnaires was that the type and the quality of instruction students received were not included. Students could have been interviewed using an open-ended questionnaire in order to describe the type of instruction they

received at every level. They could have also provided examples of classroom activities they did in the past with their teachers in elementary, middle school, and high school. This could have provided specific information about the type of activities and quality of dictionary instruction they received.

Directions for Future Research

Data for this study was collected through questionnaires and think-aloud protocol in order to identify the dictionary habits of Pre-Basic English students. Possible lines of inquiry include the following:

- One study could investigate the use of electronic sources such as online dictionaries and electronic translators by Pre-Basic English students. This would shed some light on the use of technology and dictionary use.
- A possible study could be the use of a pre-test, treatment, and a post test after teaching a unit on dictionary habits. This will allow the researcher to observe if dictionary instruction at this level is effective.
- Another study could include a pre-test, instruction, and a post-test on dictionary habits using think-aloud protocol or performance assessment in order to see if students improve their dictionary use skills.

Finally, the professors at the UPRM may become aware that students at other proficiency levels such as Basic English for instance, may also need instruction in how to use the dictionary. Instructors at these levels should work in collaboration when selecting and designing instructional materials related to effective dictionary use.

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Appendix A

Permission Form for Using Research Subjects (Instructors)

I give permission to Melody Feliciano, the English Master student of the Department of English to use the results of the oral interviews for her thesis. I understand that my student number will only be used for Melody Feliciano to select 6 students for the second part of the study.

I understand that the results of the study will only be used for Melody Feliciano's thesis.

I understand that my participation is voluntary and that I will not receive any compensation for my contribution to any proceedings or results.

I understand that by signing and dating this form I am willing to complete the questionnaire and allowing my results to be used for Melody's thesis.

Your signature

Date

Your name printed

Appendix B
Dictionary Use Questionnaire:
Guide for Interview Questions

1. Do you think that dictionaries are an important instrument for the 0066 students to have in and out of class?
2. In your 0066 class, do you recommend or require a dictionary?
3. What kind of dictionary do you recommend or require your 0066 students to use?

Bilingual
Monolingual
Electronic (translators)
4. Do you think that a lot of your students use a dictionary in your 0066 classrooms?
5. How much do you emphasize your students to use a dictionary in or out of the classroom?
6. Do you give your 0066 students any preparation or instruction in how to use a dictionary?

Appendix C

Permission Form for Using Research Subjects (Students)

I give permission to Melody Feliciano, the English Master student of the Department of English to use the results of the questionnaire and the recordings of the think-aloud for her thesis. I understand that my student number will only be used for Melody Feliciano to select 6 students for the second part of the study. The student number will be put in a separate piece of paper in order for my identity to be protected.

I understand that the results of the study will only be used for Melody Feliciano's thesis.

I understand that my participation is voluntary and that I will not receive any compensation for my contribution to any proceedings or results.

I understand that by signing and dating this form I am willing to complete the questionnaire and allowing my results to be used for Melody's thesis.

Your signature

Date

Your name printed

Appendix D

Dictionary Habit Questionnaire for Pre-Basic English Students (DHQ)

Dear Student:

I am conducting a study about dictionary use. This questionnaire is part of my study for my Thesis. It is voluntary, but I would appreciate it you complete it. This is not a test, so there are no “right” or “wrong” answers. Choose only the answers that are best for you. This is anonymous so you do not have to put your name on this paper. Thank you for your help.

Age _____

Sex _____

I. Instructions: For this section circle your answer.

1. This is my _____ time taking Pre-Basic English.
a. first b. second c. third or more
2. Dictionaries are _____ to help me with my Pre-Basic English class.
a. not important b. a little important c. important
3. Spanish monolingual dictionaries are _____ to help me with my Spanish classes.
a. not important b. a little important c. important
4. I use my dictionary _____ in my Pre-Basic English class.
a. every day
than once a week b. twice/three times a day c. once a week d. less
e. never
5. I use my dictionary _____ when doing homework for my Pre-Basic English class.
a. every day
than once a week b. twice/three times a day c. once a week d. less
e. never
6. I use my dictionary _____ in my Spanish classes.
a. every day
than once a week b. twice/three times a day c. once a week d. less
e. never
7. I use my dictionary _____ when doing homework for my Spanish classes.
a. every day
than once a week b. twice/three times a day c. once a week d. less
e. never
8. I use my bilingual dictionary for a translation from Spanish to English when I am
a. reading b. writing c. speaking
9. Before starting in the Colegio, I have received instruction in how to use a monolingual English dictionary.
a. yes b. no

17. **Mark with an X** the problems that you encounter when looking up words in an English monolingual dictionary.

I never use an English monolingual dictionary	
Word is not in the dictionary	
Difficult to find the word	
Difficult to understand definition	
Entry is too long	
Examples are not helpful	

18. **Mark with an X** your main reasons for looking up a word in a Spanish monolingual dictionary

I never use a Spanish monolingual dictionary	
Definition	
Grammar	
Pronunciation	
Examples of how to use a word	

19. **Mark with an X** the problems that you encounter when looking up words in a Spanish monolingual dictionary

I never use a Spanish monolingual dictionary	
Word is not in the dictionary	
Difficult to find the word	
Difficult to understand definition	
Entry is too long	
Examples are not helpful	

20. **Mark with an X** the person who taught you in the past how to use the dictionary for your English classes

I taught myself	
My parents taught me	
My teacher in elementary school taught me	
My teacher in junior high school taught me	
My teacher in high school taught me	

21. **Mark with an X** the person who taught you in the past how to use the dictionary for your Spanish classes.

I taught myself	
My parents taught me	
My teacher in elementary school taught me	
My teacher in junior high school taught me	
My teacher in high school taught me	

22. **Mark with an X** the statements that best express your attitude towards using a dictionary for English.

	Bilingual Dictionary	Monolingual Dictionary
I like using the dictionary		
I don't like using the dictionary		
I find the dictionary a very helpful instrument		
I think the dictionary is important		
I don't use my dictionary		
I make myself use the dictionary		
I don't like looking up words		
I ask someone for the definition of the word instead of looking it up		
I think the dictionary is a good investment		

III. For this section please write as much as you can.

23. Do you have a dictionary for your English class? Which one do you use?

24. Do you bring your dictionary to your English class? Why? Why not?

25. Do you like using the dictionary? Why? Why not?

Appendix E

Cuestionario de Habito del Uso del Diccionario para los Estudiantes de Pre-Básico

Querido Estudiante:

Estoy llevando a cabo un estudio del uso del diccionario. Los resultados de este cuestionario es parte de mi estudio para mi Tesis. Tu participación es voluntario, pero apreciaría si lo completaras cuidadosamente. Esto no es un examen, pues no hay contestaciones “correcta” e “incorrecta”. Escoge solamente las contestaciones que te apliquen. Esto es anónimo; por tal razón no tienes que poner tu nombre en este papel. Gracias por su ayuda.

Edad_____

Sexo_____

I. Instrucciones: Para esta parte haz un cerco alrededor de tu contestación.

1. Esta es mi_____ vez cogiendo Inglés Pre-Básico.
a. primera b. segunda c. tercera o más
2. Los diccionarios son _____ para ayudarme en mi clase de Inglés Pre-Básico.
a. no importante b. un poco importante c. importante
3. Los diccionarios monolingües en español son_____ para ayudarme en mis clases en español.
a. no importante b. un poco importante c. importante
4. Yo uso mi diccionario _____ en mi clase de Inglés Pre-Básico.
a. todos los días b. dos/tres veces al día c. una vez a la semana
d. menos de una vez a la semana e. nunca
5. Yo uso mi diccionario _____ cuando hago mis asignaciones para mi clase de Inglés Pre-Básico.
a. todos los días b. dos/tres veces al día c. una vez a la semana
d. menos de una vez a la semana e. nunca
6. Yo uso mi diccionario _____ para mis clases en español.
a. todos los días b. dos/tres veces al día c. una vez a la semana
d. menos de una vez a la semana e. nunca
7. Yo uso mi diccionario _____ cuando estoy haciendo las asignaciones para mis clases en español.
a. todos los días b. dos/tres veces al día c. una vez a la semana
d. menos de una vez a la semana e. nunca

17. **Marca con una X** los problemas que te encuentras cuando estas buscando una palabra en un diccionario monolingüe en inglés.

Yo nunca uso un diccionario monolingüe en ingles	
La palabra no está en el diccionario	
Difícil de localizar la palabra	
Difícil de entender la definición	
La definición es muy larga	
Los ejemplos no me ayudan	

18. **Marca con una X** tus razones principales para buscar una palabra en un diccionario monolingüe en español

Yo nunca uso un diccionario monolingüe en español	
Definición	
Gramática	
Pronunciación	
Ejemplos de cómo utilizar una palabra	

19. **Marca con una X** los problemas que encuentras cuando estás buscando una palabra en un diccionario monolingüe en español.

Yo nunca uso un diccionario monolingüe en español.	
La palabra no está en el diccionario	
Difícil de localizar la palabra	
Difícil de entender la definición	
La definición es muy larga	
Los ejemplos no me ayudan	

20. **Marca con una X** las personas que te enseñaron en el pasado como utilizar un diccionario bilingüe o monolingüe para tus clases de inglés

Yo me enseñé yo mismo	
Mis padres me enseñaron	
Mi maestro/a en escuela elemental me enseñó	
Mi maestro/a en escuela intermedia me enseñó	
Mi maestro/a en escuela superior me enseñó	

21. **Marca con una X** las personas que te enseñaron en el pasado como utilizar un diccionario para tus clases de español.

Yo me enseñé yo mismo	
Mis padres me enseñaron	
Mi maestra en escuela elemental me enseñó	
Mi maestra en escuela intermedia me enseñó	
Mi maestra en escuela superior me enseñó	

22. **Marca con una X** las oraciones que mejor expresen tu actitud hacia usar un diccionario bilingüe y monolingüe para inglés.

	Diccionario Bilingüe	Diccionario Monolingüe
A mi me gusta usar el diccionario		
A mi no me gusta usar el diccionario		
Yo encuentro que el diccionario es un instrumento muy útil		
Yo pienso que el diccionario es importante		
Yo no uso el diccionario		
Yo me obligo a usar el diccionario		
A mi no me gusta buscar palabras en el diccionario		
Yo le pregunto a alguien la definición de una palabra en vez de buscarla en el diccionario		
Creo que el diccionario es una buena inversión		

III. Para esta sección por favor escribe lo máximo posible.

23. ¿Tienes un diccionario para la clase de inglés? ¿Cuál usas?

24. ¿Traes tu diccionario para la clase de inglés? ¿Porque si? ¿Porque no?

25. ¿Te gusta usar el diccionario? ¿Por que sí? ¿Por que no?

Appendix F

Dictionary Habit Questionnaire for the Pre-Basic English Students (Addendum)

1. What kind of schools did you attend the majority of the years?
 - a. Elementary school (grades1-6) Public Private
 - b. Junior high school (grades7-9) Public Private
 - c. Senior high school (grades10-12) Public Private

2. Did your schools have complete class sets of dictionaries?
 - a. Elementary school (grades 1-6) Yes No
 If yes, what kind? Bilingual Monolingual
 - b. Junior high school (grades 7-9) Yes No
 If yes, what kind? Bilingual Monolingual
 - c. Senior high school (grades 10-12) Yes No
 If yes, what kind? Bilingual Monolingual

3. Did a teacher ever ask you to bring a dictionary from home?
 - a. Elementary school (1-6) Yes No
 - b. Junior high school (7-9) Yes No
 - c. Senior high school (10-12) Yes No

4. Do you own a dictionary to help you read in English? Yes No
 If yes, what kind. Check all that you have:
 - a. bilingual English/Spanish Name if possible _____
 size: small, medium, very large
 - b. monolingual English Name if possible _____
 size: small, medium, very large
 - c. an electronic translator

5. Have you been taught how to use a dictionary?
 - a. Bilingual
 Elementary school (1-6) Yes No
 Junior high school (7-9) Yes No
 Senior high school (10-12) Yes No
 - b. Monolingual English
 Elementary school (1-6) Yes No
 Junior high school (7-9) Yes No

Senior high school (10-12) ___Yes ___No

c. Electronic translator

Elementary school (1-6) ___Yes ___No

Junior high school (7-9) ___Yes ___No

Senior high school (10-12) ___Yes ___No

6. If you did not receive classroom instruction, how did you learn to use your dictionary?
(Answer only for the dictionary(ies) that you have.)

a. Bilingual (English/Spanish)

___ I taught myself

___ Parent(s) taught me (for example a parent)

___ A brother/sister/cousin/friend about my age taught me.

b. Monolingual English

___ I taught myself

___ Parent(s) taught me (for example a parent)

___ A brother/sister/cousin/friend about my age taught me.

c. An electronic translator

___ I taught myself

___ Parent(s) taught me (for example a parent)

___ A brother/sister/cousin/friend about my age taught me.

7. Did your teachers do any of the following in class? Check if you remember any of these. You may check more than one. (Circle your answer. F=frequently, S=sometimes, N= never)

Elementary school:

___ let you use a dictionary in class when you were reading

___ play dictionary games such as who can find the meaning first

___ teach you to guess the meanings of some words from the situation and verify with the dictionary

___ teach you what a N,V, Adj, and Adv are to help you find the correct meaning.

___ to overlook some words you don't know if you understand the idea without them

Junior high school:

___ let you use a dictionary in class when you were reading

___ play dictionary games such as who can find the meaning first

___ teach you to guess the meanings of some words from the situation and verify with the dictionary

___ teach you what a N,V, Adj, and Adv are to help you find the correct meaning.

___ to overlook some words you don't know if you understand the idea without them

Senior high school:

- ___ let you use a dictionary in class when you were reading
- ___ play dictionary games such as who can find the meaning first
- ___ teach you to guess the meanings of some words from the situation and verify with the dictionary
- ___ teach you what a N,V, Adj, and Adv are to help you find the correct meaning.
- ___ to overlook some words you don't know if you understand the idea without them

8. Which of the following do you do when you use your dictionary? Check all that apply.

- ___ Look up every word I don't know
- ___ Use the grammar codes such as N, V< ADJ, Adv to help find what I'm looking for
- ___ Check the pronunciation of the word
- ___ Notice the spelling
- ___ Look up only important words I don't know

9. In high school, how often did you use a bilingual dictionary in class? (Mark one choice in each column.)

In class (column 1)

- ___ Never
- ___ Every day
- ___ At least once a week
- ___ Less than once a week

For Homework (column 2)

- ___ Never
- ___ Every day
- ___ At least once a week
- ___ Less than once a week

10. In high school, how often did you use a monolingual dictionary?

In class (column 1)

- ___ Never
- ___ Every day
- ___ At least once a week
- ___ Less than once a week

For Homework (column 2)

- ___ Never
- ___ Every day
- ___ At least once a week
- ___ Less than once a week

Appendix G

Cuestionario de Habito del Uso del Diccionario para los Estudiantes de ingles Pre-Básico (Addendum)

1. ¿En que clase de escuela estudiaste la mayoría de los años indicados?
 - a. Escuela Elemental (grados 1-6) Pública Privada
 - b. Escuela Intermedia (grados 7-9) Pública Privada
 - c. Escuela Superior (grados 10-12) Pública Privada

2. ¿En los salones de inglés en tu escuela había un diccionario igual para cada estudiante?
 - a. Escuela Elemental (grados 1-6) Sí No
Si contestaste sí, que clase Bilingüe Monolingüe
 - b. Escuela Intermedia grados 7-9) Sí No
Si contestaste sí, que clase Bilingüe Monolingüe
 - c. Escuela Superior (grados 10-12) Sí No
Si contestaste sí, que clase Bilingüe Monolingüe

3. ¿Tu maestra alguna vez te asignó que trajeras un diccionario de tu casa?
 - a. Escuela Elemental (1-6) Sí No
 - b. Escuela Intermedia (7-9) Sí No
 - c. Escuela Superior (10-12) Sí No

4. ¿Tienes un diccionario para ayudarte a leer en inglés? Sí No
Si contestaste sí, que clase. Marca todos los que tienes.
 - a. bilingüe inglés/español Nombre si es posible _____
tamaño: pequeño mediano bien grande
 - b. monolingüe en inglés Nombre si es posible _____
tamaño: pequeño mediano bien grande
 - c. traductor electrónico

5. ¿Te han enseñado como usar un diccionario?
 - a. Bilingüe
Escuela Elemental (1-6) Sí No
Escuela Intermedia (7-9) Sí No
Escuela Superior (10-12) Sí No
 - b. Monolingüe en inglés
Escuela Elemental (1-6) Sí No
Escuela Intermedia (7-9) Sí No
Escuela Superior (10-12) Sí No

- c. Traductor Electrónico
- | | | |
|--------------------------|-----------------------------|-----------------------------|
| Escuela Elemental (1-6) | <input type="checkbox"/> Sí | <input type="checkbox"/> No |
| Escuela Intermedia (7-9) | <input type="checkbox"/> Sí | <input type="checkbox"/> No |
| Escuela Superior (10-12) | <input type="checkbox"/> Sí | <input type="checkbox"/> No |
6. ¿Si no te enseñaron como usar un diccionario, como aprendiste a usar tu diccionario?
(Contesta solo para los diccionarios que tú tienes.)
- a. Bilingüe (inglés/español)
- Yo me enseñé yo mismo(a)
- Un adulto me enseñó (por ejemplo, mi padre)
- Un hermano(a)/Primo(a)/amigo(a) de mi misma edad me enseñó
- b. Monolingüe inglés
- Yo me enseñé yo mismo(a)
- Un adulto me enseñó (por ejemplo, mi padre)
- Un hermano(a)/Primo(a)/amigo(a) de mi misma edad me enseñó
- c. Un traductor electrónico
- Yo me enseñé yo mismo(a)
- Un adulto me enseñó (por ejemplo, mi padre)
- Un hermano(a)/Primo(a)/amigo(a) de mi misma edad me enseñó
7. ¿Alguna vez tu maestra hizo alguna de las siguientes? (Marcas si te acuerdas alguna de estas. Puedes marcar más de una.) (Haz un cerco alrededor de F=frecuentemente, AV=algunas veces y N=nunca)
- a. Escuela Elemental
- (F AV N) dejarte usar el diccionario en clase mientras lees
- (F AV N) jugar juegos con el diccionario tal como quien puede encontrar la palabra primero
- (F AV N) enseñarte como adivinar los significados de algunas palabras de la misma lectura y luego verificar con el diccionario
- (F AV N) enseñarte que es un Sustantivo, Verbo, Adjetivo y Adverbio para ayudarte encontrar el significado correcto
- (F AV N) ignorar la palabra a la cual no conoces su significado si entiendes la idea sin su significado
- b. Escuela Intermedia
- (F AV N) dejarte usar el diccionario en clase mientras lees
- (F AV N) jugar juegos con el diccionario tal como quien puede encontrar la palabra primero
- (F AV N) enseñarte como adivinar los significados de algunas palabras de la misma lectura y luego verificar con el diccionario
- (F AV N) enseñarte que es un Sustantivo, Verbo, Adjetivo y Adverbio para ayudarte encontrar el significado correcto
- (F AV N) ignorar la palabra a la cual no conoces su significado si entiendes la idea sin su significado

c. Escuela Superior

- (F AV N) dejarte usar el diccionario en clase mientras lees
 (F AV N) jugar juegos con el diccionario tal como quien puede encontrar la palabra primero
 (F AV N) enseñarte como adivinar los significados de algunas palabras de la misma lectura y luego verificar con el diccionario
 (F AV N) enseñarte que es un Sustantivo, Verbo, Adjetivo y Adverbio para ayudarte encontrar el significado correcto
 (F AV N) ignorar la palabra a la cual no conoces su significado si entiendes la idea sin su significado

8. ¿Cuál de las siguientes haces cuando usas tu diccionario. (Marcas todas las que aplican.)

- busco en el diccionario toda palabra que no se
 uso los códigos de gramática tales como Sustantivo, Verbo, Adjetivo, y Adverbio para ayudarme a encontrar las definiciones
 verifico la pronunciación de la palabra
 pongo atención al deletreo de la palabra
 busco solamente palabras importantes que no se su definición

9. ¿En Escuela Superior, cuán frecuente utilizabas un diccionario bilingüe? (Marca una contestación en cada columna.)

En clase (columna 1)

- Nunca
 Todos los días
 Por lo menos una vez a la semana
 Menos de una vez a la semana

Para Asignación (columna 2)

- Nunca
 Todos los días
 Por lo menos una vez a la semana
 Menos de una vez a la semana

10. ¿En Escuela Superior, cuán frecuente utilizabas un diccionario monolingüe? (Marca una contestación en cada columna.)

En clase (columna 1)

- Nunca
 Todos los días
 Por lo menos una vez a la semana
 Menos de una vez a la semana

Para Asignación (columna 2)

- Nunca
 Todos los días
 Por lo menos una vez a la semana
 Menos de una vez a la semana

Appendix H

Practice Reading (Think-aloud)

My Mother the Hero

A hero is a person who is admired for doing something good. My hero is my mother because she has raised my family all by herself. She never spoiled us. She told us when we had to get rid of our ugly toys. She was the bearer of good and bad advice. She was always concerned for our well-being. She made sure that we got to fulfill our dreams. For many other people a hero could be a singer because he/she admires the way they sing. What is a hero for you?

Appendix I

Post Reading Exercise (Think-aloud)

I. Comprehension Question

1. The main idea of the excerpt is that....
 - a. A hero is only a man who has special powers.
 - b. A hero can be only a woman for raising her children good.
 - c. A hero can only be a singer.
 - d. A hero could be anybody you admire.

I. Vocabulary Exercise

Match A

- | | |
|---|-------------------|
| ___ 1. My mother <u>raised</u> us well. | a. deshacerse de |
| ___ 2. She never <u>spoiled</u> us. | b. crió |
| ___ 3. She made us <u>get rid of</u> our clothes. | c. desarrollarnos |
| ___ 4. She was the <u>bearer</u> of love. | d. consejo |
| ___ 5. She gave us good <u>advice</u> . | e. malcrio |
| | f. portadora |

Match B

- | | |
|--|------------------|
| ___ 1. My mother was <u>concerned</u> for me. | a. cantante |
| ___ 2. She was looking for our <u>well-being</u> . | b. preocupada |
| ___ 3. She wanted us to <u>fulfill</u> our dreams. | c. llevar a cabo |
| ___ 4. She told me I could be a <u>singer</u> . | d. aconsejarnos |
| | f. bienestar |

Appendix J

Reading for Think-aloud session

Querido Estudiante:

Esto no es un examen. Esto es un estudio de investigación. Estoy llevando un estudio del uso del diccionario para mi tesis de maestría.

Instrucciones: Lea la selección “One at a Time” silenciosa o en voz alta. Luego subraye todas las palabras que usted no entienda y utilice su diccionario cuando sea necesario. (Puede escribir las definiciones buscadas en la parte de abajo del papel.) Proceda a contestar los ejercicios de vocabulario.

One at a Time

A friend of mine was walking down a deserted Mexican beach at sunset. As he walked along, he began to see another man in the distance. As he grew nearer, my friend noticed that the local native kept leaning down, picking something up and throwing it out into the water. Time and again he kept hurling things out into the ocean.

As my friend approached even closer, he noticed that the man was picking up starfish that had been washed up on the beach and, one at a time, he was throwing them back into the water.

Our friend was puzzled. He approached the man and said, “Good evening, friend. I was wondering what you are doing.”

“I’m throwing these starfish back into the ocean. You see, it’s low tide right now, and all of these starfish have been washed up onto the shore. If I don’t throw them back into the sea, they’ll die up here.”

“I understand,” my friend replied, “but there must be thousands of starfish on this beach. You can’t possibly get all of them. There are simply too many. And don’t you realize this is probably happening on hundreds of beaches all up and down this coast? Can’t you see that you can’t possibly make a difference?”

The local native smiled, bent down and picked up yet another starfish, and as he threw it back into the sea, he replied, “In the mean time I made a difference to that one!”

He stood quiet for a moment. He was so quiet that you could hear a pin drop. Then, the man replied “I stand corrected, I see now what you mean.” “The next time I see a starfish I will make a stab at doing the same thing.”

Appendix K

Post Reading Exercise for Think-aloud Session

II. Comprehension of Reading

___ 1. The main idea of the reading is that:

- a. It is fun to throw starfish back into the water.
- b. A person can start to make a difference by helping one starfish at a time.
- c. There are too many starfish in the sea and helping one won't make a difference.

___ 2. According to the reading, a man was walking down a deserted....

- a. beach in Cancun Mexico.
- b. beach in Mexico.
- c. desert in Mexico.

Vocabulary Exercise

Match A

- | | |
|--|-----------------------|
| ___ 1. He <u>began</u> to see a man in the distance. | a. tirando algo |
| ___ 2. The man <u>grew nearer</u> . | b. se estaba doblando |
| ___ 3. The man was <u>leaning down</u> . | c. se levantó |
| ___ 4. The man was <u>picking something up</u> . | d. acercó |
| ___ 5. The man was <u>throwing</u> it in the water. | e. comenzó |
| | f. recogiendo algo |

Match B

- | | |
|--|----------------------------------|
| ___ 1. The sea <u>washed up</u> the starfish. | a. se dobló |
| ___ 2. Our friend was <u>puzzled</u> . | b. admito estar equivocado |
| ___ 3. He was <u>wondering</u> what he was doing. | c. se dio cuenta |
| ___ 4. He <u>bent down</u> and picked up a starfish. | d. ha traído a la playa |
| ___ 5. The man <u>realized</u> that it was a solution. | e. darse cuenta de |
| ___ 6. The man said: " <u>I stand corrected</u> " | f. perplejo |
| ___ 7. The man is going to <u>make a stab</u>
at saving them. | g. tratar algo nuevo o diferente |
| | h. se estaba preguntando |