

**A Study of Comparatively Low Achievement Students' Bilingualized
Dictionary Use and their English Learning**

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Abstract

This study investigates bilingualized dictionary use of Taiwanese university students. It aims to examine EFL learners' overall dictionary use behavior and their perspectives on book dictionary as well as the necessity of advance guidance in using dictionaries. Data was collected through questionnaires and analyzed by SPSS 15.0. Findings indicate that the subjects held positive perspectives towards the helpfulness of using bilingualized dictionaries in learning English whereas only roughly half of them formed the dictionary use habits out in the classroom. Frequency of looking up aspects of word information might be determined by classroom activities and assignments, in which both L1 and L2 information of head words were considered useful. This paper concludes by arguing that low proficiency students may need solid training in using L2 information in bilingualized dictionaries to expand their knowledge of English vocabulary. Implications and suggestions for classroom practice will also be made.

Keywords: EFL learners; comparatively low achievement students; bilingualized dictionary; book dictionary; dictionary use behaviors.

Introduction

Choosing the most appropriate dictionaries for language learners to accommodate their different needs in the EFL classroom is a common and recurrent problem for language teachers. When target language inputs are quite limited in real life, Taiwanese learners seldom have the chance to acquire English vocabulary in a natural environment. In order to expose learners to more of their target language, dictionaries might be an invaluable source of and effective reference to English as they can solve learners' problems by providing them with useful linguistic information and cultural insights. Especially when teachers are unavailable for immediate consultation, English dictionaries can serve as a means to filling this void. For non-native English speakers, advancing their English proficiency might be a life-long learning task and should not be merely confined to formal school education. When they proceed with English learning throughout their lives, learners need reliable information that they can refer to whenever they encounter and want to solve problems related to their use of the target language. Not only can good dictionaries provide learners with English cultural knowledge but also intrigue their long-lasting interest in learning the language. Hence, dictionaries can be a useful tool in turning users into independent problem solvers and autonomous language learners.

In the language classroom, learners are likely to make further progress in developing their target language if dictionary use can be integrated into their learning process. However, leaving students, especially beginning and lower proficiency level learners, to choose dictionaries for themselves might not cause an equally positive effect on their language learning. Many researchers such as Fan and Xiao (2006), Lou and Li (2012), Shi and Pan (2005), and Wang (2007) all argue that English learners need to choose the dictionaries in which the contents and characteristics can accord with their different English levels. Without being aware of how dictionary use can assist them in learning a language, learners might trap themselves into just getting by whenever they need to consult dictionaries. Hence, to such students, English teachers turn into a role model of successful English learners and professional dictionary users. Based on their teaching and learning experience, English teachers can advise students to choose dictionaries, compensate their lack of familiarity with English dictionaries, and improve their dictionary reference skills through proper training and exercises specifically arranged in the class.

Significant research related to the effectiveness of using dictionaries in boosting learners' L2 vocabulary and reading comprehension has been accomplished in Taiwan. The majority of the research focuses on educators' evaluative perspectives, whereas an understanding of actual dictionary users' perspectives is still limited and needs to be crystallized. Therefore, the purpose of the present study is to explore comparatively low English proficiency level students' perceptions towards their use of *Longman Active Study English-Chinese Dictionary* (LASECD) for one year in their general English courses at Wenzao Ursuline University of Languages (Wenzao, former Wenzao Ursuline College of Languages), Taiwan. This group of students' overall College Student English Proficiency Level Test (CSEPT) scores ranged from 120 to 150. In this study, data was collected through questionnaires in order to elicit information concerning the subjects' dictionary use behavior and their overall perceptions of LASECD. The questionnaires consisted of 29 items and were administered to 147 students. The findings revealed that about one-half of the participants perceived that they have formed habits of using LASECD in studying English. The findings also indicate the types of word knowledge which these students frequently sought out when they used LASECD. In addition, most of the participants held positive perceptions toward LASECD and their use of this dictionary. Please see the research results in the section of Findings and Discussion.

Literature Review

Many dictionaries are available in a variety of formats today: online dictionaries, dictionary APPs for smartphones, book dictionaries, hand-held pocket electronic dictionaries, and CD-ROMs. In explaining the main function of dictionaries in language learning, Béjoint (2002) and Lou & Li (2012) claim that after readers find out and check the meaning of unknown or unfamiliar words, they will not only read and comprehend the text but also improve their acquisition of vocabulary. Expanding the bank of vocabulary can move learners toward their long-term learning goals of using their L2 spontaneously and expressing themselves explicitly and completely. Tomaszczyk (1979, citing from Ryu 2006) pioneered research into dictionary use and investigated 449 Polish university students of English, foreign language instructors, and translators. The results showed that dictionaries were mainly used for translation, which is not a rare situation at all in EFL contexts. Bilingual dictionaries can quickly provide L1 equivalents of L2 words, making them popular among learners at all levels (Atkins and Varantola 1998; Baxter 1980) and particularly useful to L2 beginning learners (Béjoint and Mouli, 1987).

Among research into bilingual dictionaries, Knight's (1994) study showed lower proficiency learners' improved reading comprehension by using bilingual dictionaries to look up totally unfamiliar words. Other researchers, such as Hulstijn, Hollander and Grenadius (1996), found that learners of all levels can use bilingual dictionaries to learn vocabulary while advanced learners are more likely to use bilingual dictionaries to confirm their understanding of partially known L2 lexical items (Atkins and Varantola 1997; Hulstijn 1993; Knight 1994). In spite of quick consultation of L2 words and L1 equivalents, bilingual dictionaries have attracted criticisms as low level L2 learners might be put under wrong impression that they can find perfect equivalents in both languages. Due to limited information provided in bilingual dictionaries, Hunt (2009) argues that this weakness of bilingual dictionaries may transform language learning into "a matter of one-to-one word translation," (p.14) and in turn students might prefer to employ this strategy to deal with the meanings of unknown words directly. The advantages of quick consultation of L2 words and L1 translations in bilingual dictionaries should be acknowledged as they indeed help learners quickly understand the gist of new words. But, simplistic translations are very likely to blur learners' view of the correct concept of L2 knowledge and block their progress in developing L2 proficiency level.

On the other hand, monolingual dictionaries contain rich information of L2 words and usages, including definitions, word classes, example sentences, phrasal verbs, idioms, synonyms, etc. all presented in L2, which can deflect L1 translations of L2 words. By using monolingual dictionaries, learners can receive more L2 reading input, eliminate the possibility of making interference errors, train their thinking in English, and enhance their comprehension of L2 (Lou and Li 2012). Despite more reading that L2 learners can access through using monolingual dictionaries, the content of monolingual dictionaries used by native speakers and advanced L2 learners might lead to information overload to learners of L2 at the low proficiency level. While they are busy identifying the correct meaning of a new word, they might need to work out many other unfamiliar words suddenly appearing in an entry, without much benefit. In order to counterbalance the cons of bilingual and monolingual dictionaries and combine their pros, bilingualized dictionaries are published and growing in popularity. As Hartman (1994, p.243) suggests, bilingualized dictionaries are a "hybrid dictionary type" and "a compromise" between two types of L2 dictionaries so that learners can get the best of both worlds.

Laufer and Hadar (1997) claim that bilingualized dictionaries give low proficiency learners an additional choice of which types of information they need to refer to (e.g. L1, L2, and both).

Various aspects of L2 words are provided in bilingualized dictionaries. In addition to L1 equivalents, the definitions, example sentences, phrasal verbs, idioms, etc. of L2 words are all presented in both of learners' L1 and L2. Hence, unlike monolingual dictionaries, L2 information on L2 words provide an alternative to L1 explanations for lower proficiency learners. Also, they can enhance their understanding of L2 word knowledge and refine their ability to define L2 words by using L2. Other than that, for higher proficiency learners, bilingualized dictionaries can be used to ensure that their knowledge of L2 vocabulary is accurate (Laufer and Hadar 1997).

In the present study, LASECD (please see one page of the dictionary contents taken from LASECD in Appendix A) was chosen to help the comparatively low achievement university students at Wenzao become familiar with the wealth of information that bilingualized dictionaries offer. At the beginning of the fall semester in 2011, the participants' English teachers provided their students with a training session on dictionary use and exercises for a week. Then these teachers assigned the students to work on individualized glossaries of head words that these students learned in English classes. In their glossary, they wrote down English words, Chinese equivalents, parts of speech, example sentences, family words, and so on. In addition, the three teachers often designed and arranged activities which were relevant to the learning materials in class. They expected to help the students establish their habits of using LASECD, increase their experience of using bilingualized dictionaries to comprehend the reading text, and build vocabulary in order to have a positive influence on the students' vocabulary knowledge. The goal was for these students to reduce their reliance on Chinese translations of words and enrich their understanding of other kinds of knowledge concerning the words to be learned. Around the end of the spring semester in 2012, questionnaires were distributed to 147 students to generate their overall opinions of dictionary use.

To reiterate, as the dictionary is an indispensable instrument for L2 learning, how learners perceive their dictionary use behavior and their perspectives towards the dictionary which they are using can shed light on the instruction of dictionary use for educators.

Objectives of the Study

The present study aims at researching into comparatively low achievement university students' perceptions towards using bilingualized dictionary-*Longman Active Study English-Chinese Dictionary*-when they study English at university. Their perceptions will be identified to find answers to the following questions:

1. What is students' dictionary use behavior?
2. What types of information in the bilingualized dictionary do students look up?
3. How do students perceive their bilingualized dictionaries?
4. How do students perceive the helpfulness of using bilingualized dictionaries in learning English?
5. How do students perceive the instruction of dictionary use?

The findings of this study are expected to provide valuable information to understand how comparatively low achievement students evaluate their dictionary use in learning English. This study may also serve as a pilot study for further research into dictionary use in the university EFL context in Taiwan.

Research Methodology

The participants in this study were 81 freshmen and 66 sophomores, who were attending the required General English Level II Course, constituting a weekly five-hour integrated English skills class, in the 36-credit English program at Wenzao during the academic year 2011/2012. All these comparatively low achievement participants had roughly a homogeneous background in terms of their first language (Mandarin Chinese) and the amount of formal English instruction at Wenzao. Their overall College Student English Proficiency Test (CSEPT) scores were between 120 and 150, which are considered an indicator of their English proficiency. The anonymity of the questionnaire respondents was established by specifically asking them not to write their names on the questionnaires unless they were voluntarily willing to be interviewed in the future if necessary. Questionnaires were used as the initial survey instrument and the final questionnaires were composed of 29 items including two open-ended questions. The finalized questionnaires were written in Chinese (shown in Appendix B). Questions 1 to 27 used a five-point Likert scale, (item 1~4 and 19~27: 1=strongly agree; 2= agree; 3=somewhat agree; 4=disagree; 5=strongly disagree; item 5~18: 1=always; 2= nearly always; 3=half of the time; 4=seldom; 5=never), and asked about the respondents' experience and perceptions of dictionary use. In addition, question 28 and 29 were two open-ended questions to elicit opinions from the students concerning the effectiveness of using dictionaries in English learning and the necessity of receiving instruction in dictionary use at the initial stage of the English course. The reliability of the questionnaire was established using test-retest on 46 EFL university students who were excluded from the sample. Chronbach alpha was calculated and found to equal .868 in the pilot study and .883 in the survey. The questionnaire data were gathered in the last 10 to 15 minutes of the students' class time, via prior agreement with the teachers. Of the 152 copies distributed, 147 copies were returned to the researcher, yielding a response rate of 96.71%. Questionnaire data was analyzed through using the statistical software SPSS 15.0.

Findings and Discussion

In this section, questionnaire data is presented describing the habits and perceptions of using bilingualized dictionaries of 147 Taiwanese EFL university students under study. The research findings will be discussed by answering the five research questions mentioned earlier. In presenting the results of the study, the percentages of each item were calculated to describe and summarize the responses of the students. The results of the items that relate to each research question are presented in tables, and explanations are provided accordingly. For the purpose of illustration, *Longman Active Study English-Chinese Dictionary* will be abbreviated as LASECD in the following. The first research question: "What is students' dictionary use behavior?" was measured through 4 items (item 1~4) in the questionnaire and the responses are presented in Table 1.

Table 1. Habits in Using the Dictionary (response frequencies in percentages)

Item	Statement	1	2	3	4	5
1	I am in the habit of using LASECD.	2.8	16.6	37.2	40	3.4
2	I look up unknown English words in the LASECD.	2.7	19	29.3	45.6	3.4
3	I use LASECD when I study English at home.	2	9.5	27.9	54.4	6.1
4	I find LASECD helpful to me.	7.6	28.5	40.3	22.9	0.7

(1=strongly agree; 2=agree; 3=somewhat agree; 4=disagree; 5=strongly disagree)

As Table 1 suggests, 56.6% of the students agreed that they were in the habit of using LASECD. Though it cannot be sure whether these students used LASECD only for their English course use or also for their personal self-study purpose, around half of the students (51%) tended to look up unknown English words in this specific bilingualized dictionary. On the other hand, Table 1 also reveals that more than 60% of the students disagreed that they used LASECD at home, which might imply that these students saw using LASECD as a classroom requirement and yet learned how to make good use of this language learning tool to improve their English proficiency. The researcher believes this percentage is not satisfactory if students are expected to expand their word knowledge through using dictionaries as frequently as possible.

Whereas many of the students did not use LASECD outside the classroom, 76.4% of the students confirmed the helpfulness of LASECD. Based on this the researcher speculates that the students acknowledged the effectiveness of using LASECD in completing the task at hand no matter what it was. Indeed, during the past year the English teachers kept designing activities to focus their level-2 students' attention on vocabulary learning, to familiarize them with LASECD, and to improve their dictionary-use skills. By so doing, their students were explicitly informed and guided to experience how to learn English words, which might result in better retention and employment of vocabulary in their English outputs through using dictionaries. In response to the first research question, the above findings might suggest that these comparatively low achievement students coming from different learning backgrounds and fields of study would like to use LASECD, and the majority of them perceived it relatively helpful in their English study.

The second research question: "What types of information in the bilingualized dictionary do students look up?" was measured through 14 questionnaire statements (item 5~18). The percentages of their responses are presented in Table 2, and information students looked up in the dictionary are ranked in Table 3.

Table 2. Types of Dictionary Information (Response frequencies in percentages)

Item	Statement	1	2	3	4	5
5	I use LASECD to find out Chinese equivalents of words.	9.5	24.5	40.1	25.9	0
6	I use LASECD to find out English definitions or words.	8.8	30.6	33.3	27.2	0
7	I use LASECD to find out pronunciation of words.	6.1	17	25.9	43.5	7.5
8	I use LASECD to find out derived verb forms.	2.7	22.4	40.1	30.6	4.1
9	I use LASECD to find out collocations.	5.4	21.1	43.5	27.9	2
10	I use LASECD to identify the right meaning of words.	5.4	21.8	43.5	27.2	2
11	I use LASECD to find out parts of speech.	6.8	33.3	32	27.2	0.7
12	I use LASECD to find out family words.	7.5	22.4	38.1	31.3	0.7
13	I use LASECD to find out phrasal verbs and idioms.	6.1	22.4	38.8	32.7	0
14	I use LASECD to find out synonyms of words.	4.1	21.1	37.4	35.4	2
15	I use LASECD to find out opposites of words.	2.7	19	36.1	39.5	2.7
16	I use LASECD to find out example sentences.	12.2	30.6	30.6	26.5	0
17	I use grammar exercises in the learner's handbook of LASECD.	2	5.4	26.5	51	15
18	I use the picture dictionary of LASECD to learn vocabulary.	2	7.5	31.3	46.3	12.9

(1=always; 2=nearly always; 3=half of the time; 4=seldom; 5=never)

Table 3. Ranked Types of Information Looked Up in the Dictionary (*Response frequencies in percentages*)

No.	Type of information	percentages	No.	Type of information	percentages
1	Chinese equivalents	74.1	7	phrasal verbs and idioms	67.3
2	Example sentences	73.5	8	verb forms	65.3
3	English definitions	72.8	9	synonyms	62.6
4	part of speech	72.1	10	opposite words	57.8
5	collocations	70.1	11	pronunciation	49
5	right meaning	70.1	12	picture dictionary	41.1
6	family words	68	13	grammar exercises	34

The information most frequently looked up, Chinese equivalents, did not come as a surprise in response to these comparatively low achievement students' strong reliance on the meanings of unknown English words translated into their first language. The high ranking of example sentences, English definitions, part of speech, and the right meaning of words, family words, etc. perhaps can be explained by the fact that the students needed such information to complete the assignments or tasks in or after class. Summer (1988) indicates that the definition with examples in the dictionary would benefit reading comprehension.

In order to help students improve their reading comprehension and avoid lack of consistency in using dictionaries, the English teacher asked their students to individually make a glossary of English head words from their textbooks or supplementary reading materials. Students either

chose by themselves or were assigned at least five key words every week, looked these words up in their LASECD in their free time, and wrote down Chinese equivalents, English definitions, parts of speech, and example sentences of these required words in their writing pads. Other information, such as pronunciation, usages, phrasal verbs and idioms, synonyms, opposite words, or extra word knowledge of associated lexical items were not compulsory in this assignment.

In addition, the English teachers asked their students to bring LASECD to the class from time to time to accomplish in-class tasks by finding out key information from their reference materials. By means of glossary and vocabulary learning activities, students could practice their dictionary search methods as well as have hands-on experience of viewing the richness of information in dictionaries. Hence, the overall results shown in Table 3 are somehow predictable. Grammar exercises were the least looked up. Grammar exercises in the learner's handbooks had been addressed in the beginning weeks of the first semester in 2011 as part of the instruction of using LASECD.

The third research question: "How do students perceive their bilingualized dictionaries?" was measured through 9 items (Question 19~27) in the questionnaire and the results are presented in Table 4.

Table 4. Perceptions of LASECD (Response frequencies in percentages)

Item	Statement	1	2	3	4	5
19	The layout of LASECD is designed properly.	11.6	51.7	34.7	1.4	0.7
20	The amount of vocabulary in LASECD is sufficient.	15.6	50.3	29.9	3.4	0.7
21	LASECD provides sufficient user guidance.	13.7	57.5	26.7	2.1	0
22	LASECD provides sufficient grammar exercises to familiarize users with this dictionary.	9.7	44.1	39.3	6.9	0
23	The picture dictionary of LASECD is interesting.	8.2	34.7	43.5	12.9	0.7
24	The experience of using LASECD is enjoyable.	10.2	38.8	42.9	8.2	0
25	The LASECD contents suffice my current needs.	13.6	52.4	30.6	3.4	0
26	LASECD defines words clearly.	15.6	49	33.3	2	0
27	I can easily search an entry in LASECD.	15.6	45.6	35.4	3.4	0

(1=strongly agree; 2=agree; 3=somewhat agree; 4=disagree; 5=strongly disagree)

As Table 4 suggests, merely 2% or so of the respondents (strongly) disagreed with the layout of LASECD, while approximately nine tenths of the participants (95.9% and 97.9%) responded positively towards the dictionary contents including its amount of vocabulary and user guide. As for grammar exercises, 93.1% of the students (9.7% strongly agreed, 44.1% agreed, and 39.3% somewhat agreed) reported their agreement with the importance of the workbook in the learner's handbook in assisting their familiarity with LASECD. In terms of the picture dictionary in item 23, a slightly lower percentage (i.e. 86.4%) here might respond to the second least frequent information looked up in LASECD as shown above in Table 3. Whether or not the picture dictionary is interesting, this finding may suggest that teachers can refer students to this picture dictionary when the topics in the textbooks are relevant to it such as body parts, action verbs, foods, musical instruments, sounds, directions, sports, and so on. After all, through careful selection by the publisher, the vocabulary words in the picture dictionary must be high frequency words used in real life, and can be learned systematically and collectively.

As Schmitt (2000) suggests, learners use visual images to create a strong connections with a word and its meaning to strengthen their memory of the word. In this view, the picture dictionary in LASECD can be a starting point and a likely role model for students to make individualized picture dictionaries through drawing and taking notes in their own glossary. The findings also indicate that more than 90% of the respondents claimed enjoyable experiences using LASECD. Furthermore, 96.6%, 98%, and 96.6% of the respondents agreed that the contents of LASECD can satisfy their current needs, and provide them with clear definitions of words as well as easy identification of an entry.

In response to the third research question, the results of the student questionnaire demonstrated that these comparatively low achievement students responded favorably to LASECD overall. Not only might such perceptions establish grounds for the students' future consistent use of LASECD but also indicate that LASECD has achieved user-friendliness to some extent to this group of students.

The fourth research question: "How do students perceive the helpfulness of using bilingualized dictionaries in learning English?" was answered through an open-ended question (item 28). Based on their experience, the respondents were told to include as much information as they thought necessary to answer the question: "How does LASECD help you learn English?" The findings are presented in Table 5.

Table 5. Comments on the Helpfulness of LASECD in Learning English

Item	Responses	Number of responses
28	Positive comments:	
	Overall word information	22
	Related to word information	
	- Usages	13
	- Synonyms	5
	- Pronunciation	4
	- Example sentences	2
	Extended learning	19
	Longer retention of words	15
	Clear definitions	13
	English definitions	12
	Chinese equivalents	7
	Amount of vocabulary	7
	Easy to search an entry	6
	Pictures in the dictionary	2
	High frequency words	1
	Useful when there aren't any electronic dictionaries	1
28	Other comments:	
	Not helpful	12
	Demotivation for using LASECD	1
	Not portable	1

In Table 5, most of the comments were made on overall word information in LASECD. For example, one student reported ‘I think information is more detailed in LASECD than in my pocket electronic dictionary. I can easily find out complete information, such as thesaurus, opposite words, past tense, etc. This dictionary helps me a lot!’ Related to word information, some students mentioned specific aspects of word knowledge in response to the question, such as usages (N=13), synonyms (N=5), pronunciation (N=2), and example sentences (N=2). In addition, some students confirmed their extended learning. For example, one of them reported that “I can learn much more when I use the dictionary because there is always other information I didn’t expected to learn.” Another student stated that “one English word can bring about many phrasal verbs and usages to help me learn more. Good!” In terms of longer retention of words, some students commented on this advantage of using dictionaries in paper form to learn English. As one of them reported, “... looking up English words in the paper dictionary can enhance my memory of them.” Another student reported, “Using the bilingualized dictionary and taking notes in my glossary is the best way to memorize new words. Besides, word information is full and rich.” 13 comments were made on the explicitness of definitions provided in LASECD. 12 comments were concerned with the helpfulness of English definitions of words in learning English, such as “I can learn how to explain a word in English,” “There are no perfect Chinese translations of English words. So I want to know how to define a word in English,” and “English definitions help me better understand example sentences, synonyms and opposite words.” Other opinions were also proposed regarding Chinese equivalents, the sufficient amount of vocabulary in LASECD, search of an entry with ease, colored pictures, and commonly-used words in the questionnaire. However, a number of students made quite different comments on the helpfulness of using LASECD in English learning.

Most of their comments presented the tendency stating that instead of using LASECD they chose to use electronic dictionaries, including pocket electronic dictionary and internet dictionary, when looking up English words. Therefore, they reported that they did not benefit much from this reference book. Furthermore, one student mentioned the issue of portability of paper dictionaries. Limited convenience of paper dictionaries has been reported in many studies (e.g. Ryu 2006). This finding is not unexpected at all here. Overall, the majority of the comments generated from item 28 shed light onto the effectiveness of using LASECD in learning English in the present study. The students were aware of the extent to which their dictionary use could assist them in learning English words. All in all, L2 can only be acquired through learners’ own efforts. As long as they would like to involve themselves in this learning task, they could gain a great deal from this language learning resource.

Lastly, item 29, “Do you think it is necessary to learn how to use LASECD correctly before you start to use it?” was used to elicit some ideas from students concerning the necessity of advance training or exercises in dictionary use to find the answer to the fifth research question: “How do students perceive the instruction of dictionary use?” 104 students checked “yes,” 18 students checked “no,” and 25 chose not to comment. Among these 122 respondents who checked the box, quite a few students stated their reasons in the questionnaires. Most of their responses demonstrated the importance of such guidance given in the beginning of their journey of using dictionaries. For example, dictionary users need to know English words are listed alphabetically in the dictionary, what symbols like [U] and [T] or abbreviations like BrE and phr v stand for, why some words are printed in bold colors or highlighted, and so on.

Such knowledge can assist users in quick searches of English words and interpreting and identifying information correctly when they look up words in the dictionary. Even though almost 83% of the respondents confirmed the importance of advance dictionary use training, a few students disagreed with this kind of dictionary use training, and stated that “I already know

how to use the dictionary,” “we should learn how to use the dictionary on our own rather than learn it in class,” and “we don’t need to learn it particularly.” In response to item 29, the majority of written comments present the overall outlook towards instruction in dictionary use as useful, helpful, and indispensable.

Conclusion

The present study examined the dictionary use of comparatively low achievement university students in the research context. In accordance with their English proficiency, LASECD was selected and used in the Level II English Course to help students arrive at better English vocabulary learning in the academic year 2011-12. English teachers guided their students in using this dictionary in the beginning of the fall semester. Students then became familiar with dictionary use through completing learning activities, exercises, and assignments in their English classes. After eight months of dictionary use (four months in semester one and semester two), the questionnaires were distributed to 147 students to generate their opinions of using LASECD and their perceptions towards this dictionary and its helpfulness in learning English.

The overall results of this survey suggest that these comparatively low achievement students could benefit from LASECD in learning English and started to build up the habit of dictionary use when looking up English words. Although less than 40% of the students would use it at home, the results suggest that 76.4% of these LASECD users found this dictionary helpful in studying English. It is a given fact that when users gain positive experience and hold positive inclinations towards this reference, they will be more likely to maintain their user habits and consequently expand their bank of English vocabulary. Thus, students’ views on LASECD might correspond to their preferred style of vocabulary learning, which may provide implications for subsequent course design.

In this research, we can see that Chinese equivalents are the most frequently looked up information in the dictionary. As far as this group of students is concerned, perhaps it is not necessary to forbid learners at this low English proficiency level from looking up Chinese equivalents of unknown or unfamiliar English words. Rather, teachers can try to transfer students’ attention to word information interpreted in the target language (i.e. English definitions), and guide them to employ definitions through making reference to example sentences suggested in dictionaries or creating new, correct sentences. As Baxter (1980, p. 334) argues, “(L2) definition is an alternative to the use of lexical items.” Being able to define words in English can not only heighten students’ confidence in using the language but also enhance their holistic understanding of new vocabulary. Hunt (2009) also suggests that consulting both L1 and L2 information might lead to students’ better retention of word knowledge than gaining access only to L1 information. When learning a new word this way, students might process information more deeply and are likely to remember it. This benefit can counterbalance the time necessary for consulting words in book dictionaries.

Despite the strengths of the LASECD, the publisher might take into consideration student need for training sessions and exercises before they independent dictionary use. Such guidance can be arranged at the initial stage of the English course in order to help those who have not understood the correct concept of word information, who have yet acquired correct knowledge of dictionary use, and who have never been aware of this vocabulary learning strategy. In addition to teachers’ instruction and the learner’s handbook which has been compiled in LASECD, there are other possibilities for making this reference book more user-friendly and convenient. For example, a teacher’s book can be designed to provide instructors with suggestions for dictionary use activities or classroom assessment to make sure whether or not

students have learned how to use LASECD accurately and efficiently. Professional guidance and useful exercises are both necessary for boosting students' understanding of how LASECD can help them learn English. As Hartmann (1991, p. 9) suggests, "it is not enough just to recommend dictionaries to our students. To help them reap the benefits of good dictionaries, they need to be taught explicitly how to use them." Both publishers and instructors can benefit by considering the relation between dictionary use, classroom vocabulary behavior, and students' success in finding words to meet their communicative needs among low level English learners as dictionary users.

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Appendix A: Contents of LASECD (one page taken from the dictionary)

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mobile
 a shop etc in a vehicle which is driven from place to place 流動商店(圖書、診所等)
mobile /'mɒbi:l/ n [C] 1 a mobile phone 流動電話 手機 2 a decoration made of small objects that hang down on wires or strings and move when air blows around them (裝飾物) 風動飾物
mobile home n [C] 1 B&E a large caravan which always stays in the same place and is used as a house [英] 固定在某地用作住房的旅行拖車 2 AmE a type of house made of metal that can be pulled by a vehicle and moved to another place [英] 可再展開 mobile phone B&E [英] /'mɒbi:l fə'ni: / 流動電話
MOBILE PHONE n
 [C] B&E a telephone that you can carry with you and use anywhere 1 = cell phone AmE [美] [英] 1 流動電話, 手機



MOBILE PHONE
 To use a mobile phone, you first switch it on. 使用手機時先要把它打開 (switch on). Then you can either call someone or listen to messages that people have left you on your voicemail. You can also read text messages (written messages) or text someone (send them a text message). 然後你可以給某人打電話 (call someone) 或收聽別人在你語音信箱 (voicemail) 裡的留言 (listen to messages). 你也可以看短訊 (text messages) 或發短訊 (text someone).
 → TELEPHONE

mobility /mə'bi:lɪti/ n [U] 1 the ability to move easily from one job, area, or social class to another 流動性; 易變性; social mobility 社會階層的流動性 2 the ability to move easily 活動性; 靈活性; elderly people with limited mobility 行動不便的老人
mobilize also 文件 -ise B&E [英] /'mɒbləɪz/ v 1 [T] to encourage people to support something in an active way 組織; 鼓動; 動員; a campaign to mobilize support for a country 動員大家支持國工的宣傳活動 2 [T] if a country mobilizes, or mobilizes its army, it prepares to fight a war (國家等) 動員起來; 動員 (軍隊) — mobilization /mɒblə'zeɪʃən/ n [C] especially AmE a member of a criminal group [尤美] 犯罪團成員; 匪徒; 歹徒
mock /mɒk/ v [T] to try to make someone seem stupid, for example by copying

for projects in other cities. 這種方法可以為其他城市發展項目提供借鑑。
 someone who is employed by an artist or photographer to be painted or photographed (體系或攝影師的) 模特兒
MODEL
model /'mɒdl/ n 1 only before noun 僅用於名詞前 2 a small copy of a plane, train etc, especially one that you can make 飛機/火車/汽車等模型 2 a model student, wife etc does everything exactly as they should 模範的; a model employee 模範僱員
modelled, **modelled** B&E [英]; **modeled**, **modeled** AmE [美] 1 [T] to wear clothes at a fashion show or in magazine photographs in order to show them to people 當模特兒; She models for Elle magazine. 她為(她)雜誌做模特兒。 2 model yourself on sb B&E [英]; model yourself after sb AmE [美] [英] to try to be like someone because you admire them 以某人為榜樣; Pete models himself on Elvis Presley. 彼得以皮爾士利為榜樣。 3 be modelled on sth to be designed in a way that copies another system or way of doing something 模仿(仿效); 仿製(某事物); a constitution modelled on the French system 以法國體制為榜樣的憲法
modelling B&E [英]; **modelling** AmE [美] 'mɒdliŋ/ 'mɒdliŋ/ n [U] the work of a fashion model 時裝模特兒工作; a career in modelling 時裝生意
modem /'mɒdəm/ n [C] a piece of electronic equipment used for sending information along telephone wires from one computer to another 網路解碼器
moderate /'mɒdərət/ n [C] 1 not very big or very small, very hot or very cold, very fast or very slow etc 中等的; 不過分的; 適度的; Cook over a moderate heat. 用中火煮。 2 having opinions or beliefs, especially about politics, that are not extreme 不極端; 溫和的; 穩健的; moderate Republicans 溫和的共和黨人 — moderately adv
moderate /'mɒdərət/ n [U] [formal] to make something less extreme, or to become less extreme [正式] (使) 和緩 (使) 減輕; 克制; The students moderated their demands. 學生們降低了他們的要求。
moderate /'mɒdərət/ n [C] someone whose opinions or beliefs, especially about politics, are not extreme (尤指政治上) 的和緩派
moderation /mɒdə'reɪʃən/ n [U] 1 in moderation if you do too much of something, you do not do it too much 有節制地; 適度地; He drinks only in moderation. 他只

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modest
 謙卑; 低調; 2 [U] formal sensible control of your behaviour and ideas [正式] (行為和思想上的) 節制; 克制; 中庸
modern /'mɒdn/ n [C] 1 only before noun 僅用於名詞前 2 belonging to the present time or most recent time 现代的; 现代的; people in the modern world 在當今世界的人 1 one of the greatest events of modern times 現代的大事之一 2 using the most recent designs, methods, ideas etc. 新式的; 現代的; the use of modern technology 現代技術的應用 | advances in modern medicine 現代醫學的進步 | The school is very modern in its approach to sex education. 這所學校的性教育理念非常新穎。
MODERN
the latest 最新的; 最新的; the very latest mobile phones 最新型號的手機 | the latest summer fashions 最新的夏裝
up-to-date — used about modern equipment or methods (設備或方法) 現代的; 新式的; up-to-date training methods 最新式的培訓方式
advanced — used about modern weapons, machines, and systems (武器、機器等) 先進的; an advanced security system 先進的保安系統
high-tech/h-tech — using very modern electronic equipment and machines, especially computers 高科技的; high-tech graphics 高科技製圖
 → NEW

3 [only before noun 僅用於名詞前] modern art, music, literature etc uses styles that are very different from traditional styles (藝術、音樂、文學等) 當代風格的; 現代派的; modern dance 現代舞團
 — modernity /mɒ'dɜ:nɪti/ n [U] a conflict between tradition and modernity 傳統和現代的衝突
modern-day adj [only before noun 僅用於名詞前] existing now, not in the past 現代的; 當代的; modern-day Egypt 現代埃及
modernize also 又作 -ise B&E [英] /'mɒdnəɪz/ v [T] to make something more modern, or to become more modern (使) 現代化; plans to modernize the factory 工廠現代化計劃 — modernization /mɒdnə'zeɪʃən/ n [C] U
modern languages n [plural] 法語、日語、德語、俄語、西班牙語、葡萄牙語等 1 a subject at school or university [英] (作為「門課程的) 現代語言
modest /'mɒdɪst/ n [C] someone who is modest does not talk in a

Appendix B: Chinese-version of the Questionnaire

同學對於使用朗文進階英漢雙解詞典及英語學習之看法

親愛的同學:

本問卷目的在於瞭解同學使用「朗文進階英漢雙解詞典」及英語學習等相關問題。請依照提示，並根據個人情況，真實作答即可。為求資料的完整性及可用性，請務必回答問卷中的每一項問題。本研究結果將僅供學術研究之用。

感謝你的參與,若你對本問卷有任何疑問，歡迎隨時與陳思安老師聯絡。辦公室：至善樓310；分機號碼：5223；Email : 99033@mail.wtuc.edu.tw。

請根據你使用朗文進階英漢雙解詞典之經驗來回答第1~19題。

題目	1	2	3	4	5
	非常同意	同意	還算同意	不同意	非常不同意
1. 我習慣使用朗文英漢雙解詞典。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 每當我遇到生字, 我使用朗文英漢雙解詞典查單字。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我在家時使用朗文英漢雙解詞典學習英文。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我覺得朗文英漢雙解詞典對我很有幫助。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
題目	1	2	3	4	5
	總是這麼做	幾乎總是這麼做	有一半的時間這麼做	很少這麼做	從沒這麼做
5. 我使用朗文英漢雙解詞典找出單字的中文意思。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我使用朗文英漢雙解詞典找出單字的英文意思。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. 我使用朗文英漢雙解詞典找出單字的發音。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 我使用朗文英漢雙解詞典找出單字的動詞變化。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 我使用朗文英漢雙解詞典找出單字的詞語搭配。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 我使用朗文英漢雙解詞典找出單字的各種用法。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 我使用朗文英漢雙解詞典找出單字的詞性。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. 我使用朗文英漢雙解詞典找出單字的其他相關字。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. 我使用朗文英漢雙解詞典找出單字的片語動詞及習語。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 我使用朗文英漢雙解詞典找出單字的同義詞。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 我使用朗文英漢雙解詞典找出單字的反義詞。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. 我使用朗文英漢雙解詞典找出如何使用單字的例句。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. 我使用朗文英漢雙解詞典中的學習手冊練習文法。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. 我使用朗文英漢雙解詞典中的圖解詞典學習單字。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

請根據你對朗文進階英漢雙解詞典之看法來回答第20~28題。

以下為數字1~5所代表的意涵。1：非常同意；2：同意；3：還算同意；4：不同意；5：非常不同意。

	1	2	3	4	5
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題目	非常 同意	同 意	還 算 同 意	不 同 意	非常 不 同 意
19.朗文英漢雙解詞典的編排合宜。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.朗文英漢雙解詞典的字彙量足夠。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.朗文英漢雙解詞典清楚解釋字典的使用方法。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.朗文英漢雙解詞典的學習手冊提供足夠的文法練習,幫助我熟悉字典的使用方法。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.朗文英漢雙解詞典的圖解詞典有趣。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.使用朗文英漢雙解詞典的經驗愉快。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.朗文英漢雙解詞典的內容符合我目前的需求。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.朗文英漢雙解詞典清楚解釋字義。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.我很容易在朗文英漢雙解詞典中找到我要的資訊。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28.請問使用朗文英漢雙解詞典對你在學習英文方面有哪些幫助? 請根據個人經驗,在下方空白處寫下你的想法。

29. 在獨立使用字典之前，請問你是否認為需要先學習如何正確使用字典 (例如：分的清楚什麼是詞性、不規則動詞變化、一詞多義、同類詞、詞語搭配、片語動詞、習語、複合詞等等)? 請勾選你的回答(是; 否)，並在下方空白處說明原因。

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將來有機會我們會與你聯繫,邀請你面談使用字典的英語學習經驗。如果你願意分享經驗,請在下方表格留下你的聯絡方式,謝謝。

姓名		電子信箱	
系所		電話號碼	
學生證號碼			

本問卷到此結束,感謝你的參與及配合。