

Monolingual Dictionary Awareness of Pakistani EFL Learners

Nosher Ali

Abrar Hussain Qureshi

ABSTRACT: This study attempts to investigate Pakistani EFL learners' awareness of monolingual dictionaries at under graduate level. It evaluates whether the learners necessitate exercising the dictionaries and whether they believe it imperative and feasible to have appropriate instruction in EFL classroom about using a monolingual dictionary efficiently. This study being a quantitative-cum qualitative one uses a hybrid questionnaire engineered relying heavily on Likert and rank order response scaling as a tool for data collection. 100 under graduate apprentices of 13th grade with identical percentage of female and male brilliant students from 10 state-run institutions comprise of the sample of this study which is selected through purposive sampling technique (non-probability sampling). Data has been presented and interpreted using descriptive statistics techniques. Evaluating learners' needs, attitudes, habits and problems in terms of dictionary awareness in Pakistani perspective may help researchers, linguists and dictionary compilers to improve and modify the dictionaries accordingly to address the requirements of these learners. The findings show that mass of the learners was unskilled at dictionary awareness and has an inclination to disregard strange lexical items throughout reading. However, the learners necessitate getting suitable teaching of practicing dictionaries and developing dictionary consultation behavior which could facilitate them surmounting the barriers they encounter in learning novel vocabulary items.

Key Words: *EFL learners, dictionary awareness, linguistic needs, computational study, Pakistan*

1. Introduction

Adam's language learning from Allah makes it public that language learning has been an important assignment. Nature has bestowed us with inquisitiveness to know the things around while linguistic diversity is one of the divine phenomena to be explored. Arbitrariness, linearity and conventionality of language make it a complex phenomenon. Linguistic competence requires proficiency in phonological, grammatical and semantic levels and linguistic performance can help one getting higher studies, elite socialization and lucrative employment. In the age of globalization, acculturation, media, and dictionary consultation are helpful learning a foreign language. Moreover, in the meta-modern age, people are known by the language they listen, read, write and speak. Faulty grammar-cum-pronunciation unveils one socio-economic status and to avoid such outcomes, EFL learners from less affluent regions mainly depend upon dictionaries for linguistic needs.

Dictionary awareness and linguistic skills (listening, speaking, reading and writing) are interlinked. Monolingual dictionaries may exercise a great deal of influence on learners'

performance. A proficient learner prefers using monolingual dictionary to bilingual one as linguists regard consultation of monolingual dictionaries imperative for effectual reading comprehension. The learners must know the use of such dictionaries to work in English language effectively while using the dictionaries can provide the learners comprehensible input too (Bensoussan, Sim & Weiss, 1984).

In post-colonial states, English is regarded as L2 as a result of global transfiguring in terms of social, political, cultural and technological revolutions. Students having dissimilar perspectives necessitate finding out vocabulary using dictionaries. To identify innovative language and its meaning, the apprentices require using dictionaries appropriately. Unfortunately, Pakistani learners at public institutions do not appreciate the price of monolingual dictionary while learning L2. English syllabus at under-graduate level and language teacher in Pakistan do not encourage the learners consulting monolingual dictionaries.

1.1 Hypothesis

EFL learners in Pakistan have little propensity towards using dictionaries at under graduate level as the students at this level do not know how to make use of dictionaries appropriately. They cannot use dictionaries to increase vocabulary as well as to enhance knowledge of English language. The students cannot even distinguish between object and complement. Further, the learners are not encouraged by language teachers to use dictionaries. If the students are directed by the teachers, they are directed to use dictionaries for looking up meanings of the given words. The students have lack of formal training regarding proper use of dictionaries. They are ignorant of the information the dictionaries tender. FL learners at under graduate level in Pakistan are ignorant of standard monolingual dictionary conventions.

1.1.1 Research Questions

- 1) What are Pakistani EFL learners' habits and attitudes towards various monolingual dictionaries at under graduate level?
- 2) What are problems as well as needs of Pakistani EFL learners at under graduate level in terms of monolingual dictionary awareness?
- 3) When and why do the EFL learners use monolingual dictionaries at under graduate level in Pakistan?

1.2 Significance of the Study

This study is constructive and important in the following ways:

The project will provide detailed information to probe into monolingual dictionary habits of under graduate level students at public colleges in Pakistani perspective. It is also significant in labeling the intricacies that obstruct the under graduate level students using monolingual dictionaries. The conclusion of this research will be supportive in investigating the awareness of dictionary users and their vocabulary attaining stratagem at under graduate level in EFL class room.

2. Literature Review

Dictionary is regarded as a reference book concerning words (Jackson, 2013). It is also regarded a book on the subject of language. Reference books have always been benefited by learners being considered as a teacher that cannot talk. Moreover, the real trainer by whom the students can be trained during their classes, dictionary is believed to be mainly dependable substitute the students can boast. A pupil has little inclination towards using dictionaries to enhance the knowledge in relation to the language they learn. Hitherto, the well-read public uses dictionaries to know merely meanings of certain words.

Cowie (2002) emphasizes, by awareness of the dictionary consumers, the users have concern with meaning in addition to dealing with complex lexical and semantic items. Lots of researchers deem the squat level of dictionary skillfulness the same as the need of methodical schooling in dictionary exercise. While, Hartman & James' (2002) and Jia's (2006) studies' findings have confirmed the worth to be important for lexicographers to manage the set materials of dictionaries as well as its management for the advantage of dictionary users. Miller (2006)

explored that dictionary utilization was discovered to be essential to improve vocabulary whilst writing.

Dictionary consultation, in addition to the practical knowledge of its usage, is known to be the basic requirements for developing vocabulary during EFL proficiency skills attainment (Apresjan, Apresan, & Apresjan, 2000). EFL learners can adopt certain strategies in coping with complex lexical items during extensive or intensive readings of particular texts. Such learners often tend to disregard unknown lexis and seek to infer their meanings on contextual evidences ignoring dictionary consultation not looking up proper definitions and uses of the important words (Hsueh-Chao & Nation, 2000). However, the learners being in the habit of consulting dictionaries can work better in terms of EFL proficiency skills. They can develop vocabulary and grammatical competence if use dictionaries properly.

The view is now widespread that successful use of a dictionary calls for a special competence which many students do not possess for want of appropriate training (Cowie, 2002). Dictionary has always been considered as providing the norm for language use (Bruton, 2007). He is of the view that lexicography is a professional process in codifying vocabulary, by which dictionaries and other reference fields are produced. (Hartman, 2016).

According to him, there come seven phases in the process of consultation:

- The user grasps a problem needing to be solved.
- The learners think over the quandary language which they have to consult.
- The dictionary users go for the mainly functional reference work.
- The users search for the appropriate headwords.
- By finding the headwords the consumer searches the requisite information in the access.
- The learners have information from the entry accessed.
- The users integrate information through the process.

Many researchers like Gu & Johnson (1996) concluded that dictionary using habits may support L2 learners in vocabulary development. Christianson (1997) affirms that scholars have obscurity while explaining the effectual employment of dictionaries. Scholars like Fan (2000) and Taylor

(2004) have opined that the students will be helped from the instruction of dictionary utilization efficiently if imparted. Further, they viewed that students might require guidance in terms of using choosy dictionaries. Particularly students necessitate extensive schooling in looking up new found words. Without proper education in terms of dictionaries the apprentices may have negative effects on their L2 learning.

So, the study explores habits, problems attitudes, and needs of Pakistani EFL learners at under graduate level of Govt. Colleges in Pakistan as no such integrated study has been conducted earlier according to the researchers' knowledge.

3. Research Methodology

This present research is of descriptive-cum-computational nature. The researchers' collected data through a questionnaire has been analyzed as well as interpreted quantitatively and qualitatively. The under graduate level students of Pakistani background are participants of this hybrid research. The competent researcher starts with the total population and works down to the sample (Cohen, Manion, & Morrison, 2002). So, hundred brilliant students have been taken as participants from 13th class of boys and girls (under graduate) from Pakistan. Thus, the sample here in the study is 100 students at under graduate level that were taken from the following ten male & female institutions: Govt. Degree College Mian Channu, Govt. Degree College Abdul Hakim, Govt. Degree College Sirai Sidhu, Govt. Degree College Kabirwala and Govt. Degree College Jahanian. Govt. Colleges of Pakistan were the universe for the study. Sample was collected through the above mentioned colleges as these were easily accessible.

For the collection of data, a hybrid questionnaire (open and close ended one) was designed relying heavily on Likert and rank order response scaling to be administered to attract the under graduate level students for this study (Appendix-1). The Researchers have used Likert scaling (Strongly Agree & Strongly Disagree) for passionate respondents for data collection incorporating demographic variables in the questionnaire.

Questionnaire has been assumed as a favorable instrument in this project. Therefore, in this study the questionnaire is exercised as a key research apparatus for collecting data. The learners' awareness in terms of dictionary and its influence on vocabulary proficiency were made out through the tool of questionnaire as dictionary awareness of EFL learners of Pakistani state- run

institutions have been analyzed in the project. The questionnaire was delivered in the students' class rooms. They were asked to fill the delivered questionnaire individually but they had choice to answer the open ended questions with the help of their concerned teacher as well if necessary.

4. Data Analysis

This section of the project analyzes the data gathered through questionnaire. The questionnaire has been engineered to collect data from Pakistani EFL learners at under graduate level from Government institutions and this questionnaire has been divided into various sections. Section-A is about the personal information of the students. Section-B provides information about the learners' habits. Section-C carries questions about the learners' attitude towards the dictionaries. Sections-D&E have questions focusing on students' needs along with problems. This questionnaire has 28 questions in all.

4.1 Personal Information of the Participants

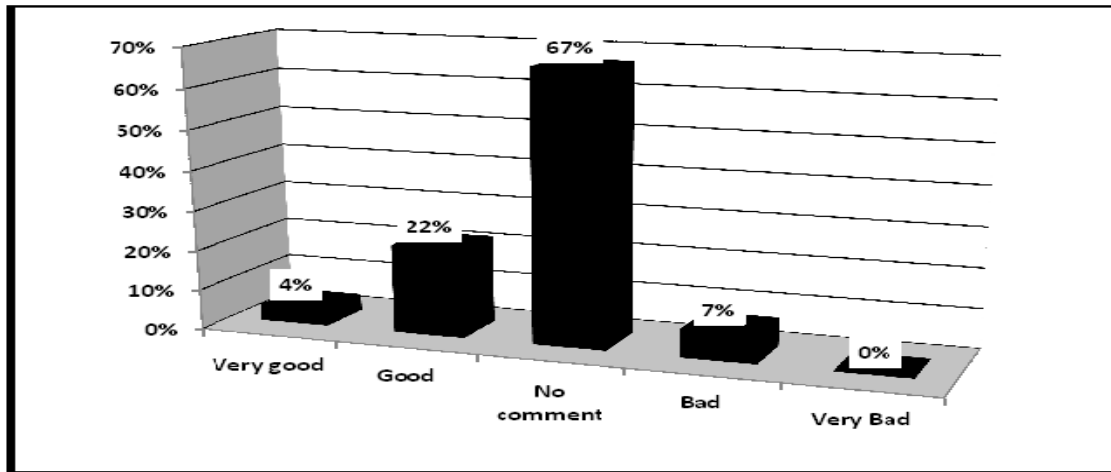
Section-A is about the personal information of the students. As the students selected for the study are of similar level and they belong to identical age group (17-20 years). Fifty male students (50%) and fifty female students (50%) out of 100 ones answered the set questions.

In terms of mother tongue, 04% students are Urdu speaking, 42% are Punjabi speaking 47% are Saraiki speaking and 07% is Pashto speaking.

Question-1, in the questionnaire, was focused on knowing which dictionaries the students possess. Through the learners' ranking, it is found that 27% (N=27) learners possess Oxford Advanced Learner's Dictionary. 07% (N=07) learners have Webster' English Dictionary. 15% (N=15) learners keep The Little Oxford Dictionary. 32% (N= 32) students own Longman Dictionary of Contemporary English. 12% (N= 12) learners own Oxford Pocket Dictionary. 03% (N=03) students have Franklin's Electronic Dictionary. 4% (N=04) learners have Chamber's 21st Century Dictionary.

The answers of question-2 reveal that (67%+7%) = 74% learners at undergraduate level do not read introductory pages of monolingual dictionaries as the figure demonstrates:

Figure-1
Reading Introductory Pages of Dictionaries



It can be said that teachers' lack of interest in dictionary education and poor class room management in terms of dictionaries may be independent variable behind the dependent one of not reading introductory pages. Such attitude may pose problem for the learners for proper dictionary awareness.

Third question was about asking the student to inquire the period of dictionary possession. The students were given five options to be followed. The table no.1 demonstrates the learners' span of time of possessing dictionaries that is from one year to five years.

* Window Snip **Table-1**

Dictionary Ownership Period

Dictionary Ownership Period	No. of students	Percentage
01 Year	57	57%
02 Years	15	15%
03 Years	13	13%
04 Years	10	10%
(Other) 05 Years	05	05%

Majority of the learners have been keeping dictionaries for one year. It shows clearly that the students are not encouraged at elementary and secondary levels to use dictionaries. Fourth question was set to ask the students the rationale behind dictionary ownership. The students were given eight options to be ranked. Table no.4 shows the options, ratio and number of the learners' against each option:

Table-2

Rationale behind Dictionary Ownership

Dictionary Rationale	Choosing	No. of students	Percentage
Bookshop recommendation		05	05%
Parents recommendation		30	30%
Teacher recommendation		40	40%
Friend recommendation		05	05%
It is not costly		07	07%
Gift		06	06%
Good illustrations		03	03%
Easy usage		04	04%

The table clearly depicts that there are two main reasons behind choosing the dictionaries; teacher recommendation and parents' property (40% & 30% each). It is also interesting to note that teacher recommendation option has been liked mainly by the female students.

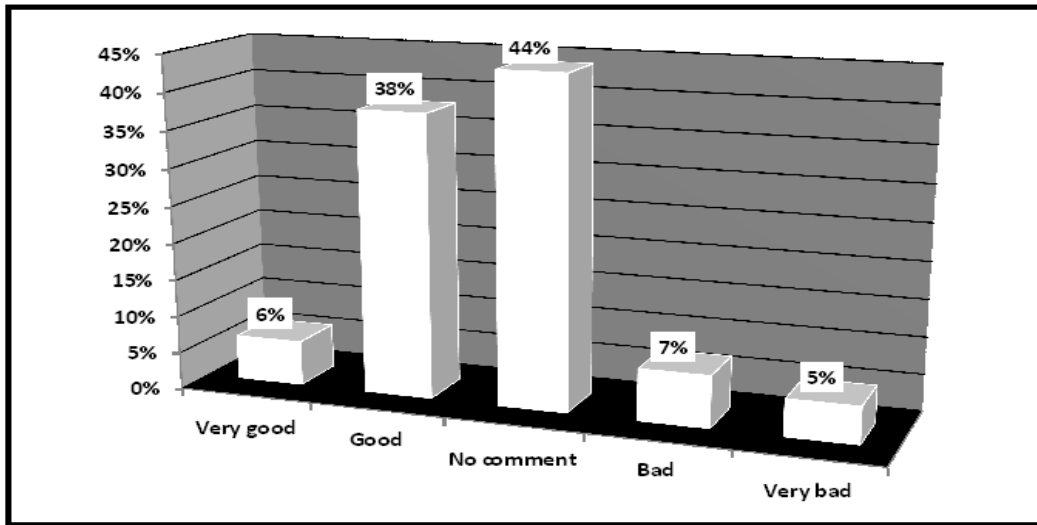
Fifth question was focused on knowing whether students are trained in dictionary use in their class rooms. 75% (N=75) students ticked the option (No), 15% (N=15) ticked (Not recently) and 10% (N=10) ticked (Yes).

4.2 Dictionary Using Habits

Sixth question was about exploring whether the students use monolingual dictionaries. The students were given five options to be ticked (a. very good, b. good, c. No comment, d. bad, e. very bad). The figure below demonstrates the ratio and value:

Figure-2

Awareness of Monolingual Dictionary Usage



The figure reveals that the learners are reluctant and not in habit of using monolingual dictionaries. $44\%+7\%+6\%=56\%$ student are totally ignorant of using dictionaries. Such negative attitude of the learners cannot help them learning foreign language. Seventh question was set to explore the purpose of the dictionary use by the learners at this level. 79% Of the students use dictionaries for meaning consultation, 08% for spelling, 01% for idioms and prepositional phrases, 09% for pronunciation, 01% for illustrations and 02% for grammar purpose.

Eighth question was set to know whether the students discuss dictionaries with their teachers for the categories given below:

Table-3

Teacher-Student Dictionary Consultation Awareness

Category	Number	Percentage
Spellings of words	11	11%
Pronunciation of words/phrases	30	30%
Class of words	03	03%
Meanings of words/phrases	49	49%
How to use certain dictionaries	02	02%
Symbols used in dictionary	03	03%
Type of dictionary you should use	02	02%

The table depicts clearly the percentage and value gathered through the ranking that how many students consult dictionaries with their teachers at under graduate level in Pakistan for the categories mentioned above. It shows that learners are not trained in terms of dictionaries use. They do not know what dictionary is good for them. They do not know the symbols used in the dictionaries and resultantly they are ignorant of good pronunciation.

4.2.1 Dictionaries Using Habits in Class Rooms

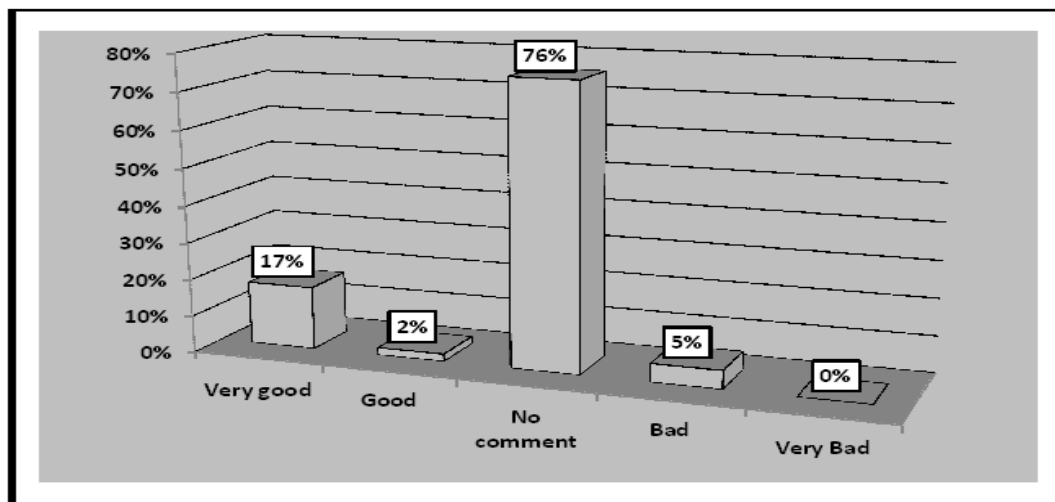
Ninth question addresses the students whether they use dictionaries during classes (English language) in their class rooms. Only 11% learners are aware of dictionary use in English language class rooms. 79% never use dictionaries in their classes while 10% are totally ignorant.

It shows that teachers do not encourage the learners to use dictionaries during their classes. It can also be said that our examination system do demand the learners to use dictionaries as well. If the situation is not changed, good learners cannot be produced.

Question no.10 was designed to know the students' habits regarding their writing meanings of new looked up words on the texts they are taught. Only 17% of the students reported that it is very good to do so but it is being taken with suspicion by the researchers. Further the figure below highlights the number and percentage graphically:

Figure-3

Habits of Writing Meanings of Looked up Words on the Texts



The figure reveals clearly the EFL learners' awareness in terms monolingual dictionary usage for writing meanings of looked up words on the text is not even satisfactory. They need change their habits otherwise will not good learners in terms of language learning.

4.3. Learners' Attitude towards Dictionaries

Questions no.11, 12, 13&14 were designed to judge the learners' attitude towards dictionary use. The table below shows the percentage of their responses:

Table-4
Under Graduate Students' Attitude towards Dictionaries

Topic	Don't Know	Agreed	Disagreed
Is information in the dictionaries always right?	18%	67%	15%
Do all dictionaries have identical information?	13%	82%	05%
Is dictionary using boring?	17%	63%	20%
Should the students be allowed to use dictionaries during target language examination at this level?	37%	49%	14%

The table reveals that EFL Pakistani learners' attitude towards dictionaries is negative. in developing their language skills, the teachers, college administration and parents do not urge on them to change their attitude. One of the causes behind such attitude may be lack training in dictionaries at secondary level.

4.4. Learners' Linguistic Needs

Fifteenth question was designed by the researchers to explore the learners' linguistic needs through their personal responses. The table below helps determining their linguistic needs through the data analyzed:

Table-5
Students' Linguistic Needs in Terms of Dictionary Information

Information	Extremely Needed		No Needed		No Commet		No Needed		Extremely No Need	
	N	%	N	%	N	%	N	%	N	%
Meaning	50	50%	07	07%	26	26%	17	17%	0	0%
Grammar	25	25%	23	23%	0	0%	32	32%	20	20%
Illustrations	24	24%	21	21%	29	29%	18	18%	08	08%
Spelling	33	33%	38	38%	20	20%	09	09%	0	0%
Pronunciation	41	41%	10	10%	19	19%	27	27%	03	03%
Idioms & Prepositional Phrase	32	32%	17	17%	13	13%	22	22%	16	16%

The table depicts clearly the

linguistic needs of Pakistani EFL Learners regarding dictionaries. They face problems in learning English language. Their linguistic needs can be fulfilled if they are properly trained in using dictionaries.

4.5.Problems Faced during Dictionary Use

Question no.16, 17, 18, 19 .20 &21 were designed by the researchers to know the problems of under graduate students of Pakistan in terms of dictionary awareness. The table below depicts the percentage and number clearly to be analyzed:

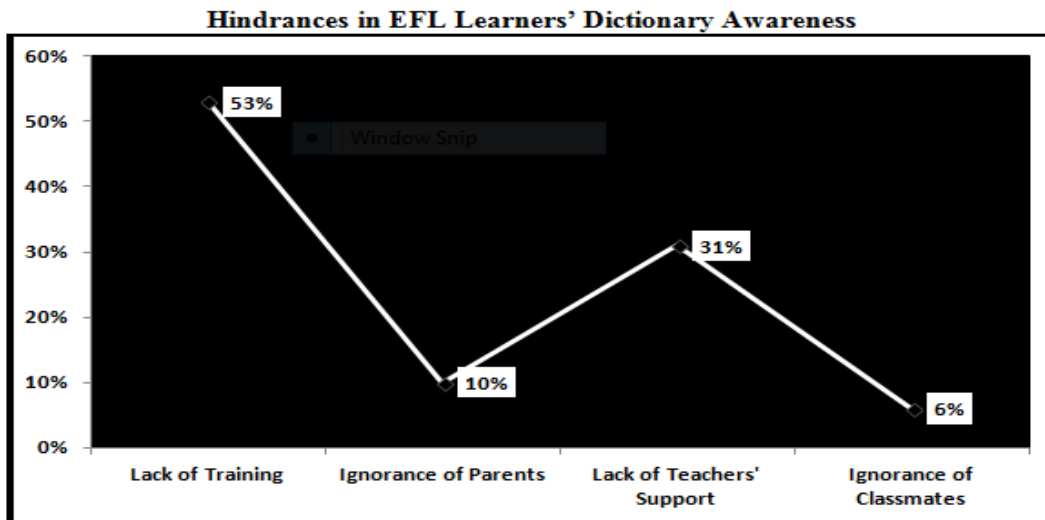
Table-6
Under Graduate Level Learners' Problems

Problem	Yes	No
Do you experience dictionary symbol problem?	90%	10%
Do you experience problem of pronunciation?	95%	05%
Do you experience problem regarding synonyms & antonyms?	41%	59%
Do you experience problem of looking meanings of words?	89%	11%
Do you experience problem of grammatical information?	53%	47%
Do you experience problem of phrases& idioms comprehension?	72%	28%

The learners are facing problems while using monolingual dictionaries in the following areas: phonetic symbols, pronunciation, looking up meanings of words, grammar and phrases-cum-idioms comprehensions. It reveals that they lack training in dictionary use during their language classes.

Question no.22, 23, 24& 25 were formatted to discover hindrances the students experience during dictionary use. The figure below shows the value that teachers (31%) and lack of training (53%) are most responsible for the hindrances:

Figure-4



Teachers are responsible for the learners' not using monolingual dictionaries. If there is co-ordination between parents and teachers, college students can be helped in terms of dictionary awareness.

Question No.26 was set to discover the dictionary using situations by the learners. Their responses showed that 4% use dictionary for listening, 8% for speaking, 52% for reading, 33% for writing and 3% reported other while specification column has been left blank. It shows that learners are not trained properly.

4.6 Positive Aspects Of Monolingual Dictionaries

Question No. 27 & 28 was open and closed ended ones in which the students were directed to answer the questions: What are the positive aspects of "Longman Dictionary of Contemporary English" and "Oxford Advanced Learner's Dictionary".

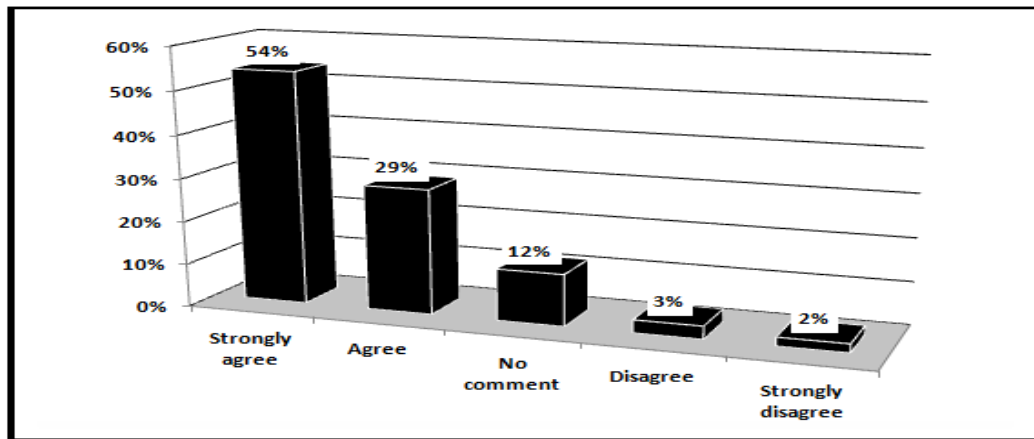
The learners' responses endorse that Longman Dictionary of Contemporary English (LDCE) has the following positive aspects:

- a. Good illustrations
- b. Introductory pages helpful in convention understanding
- c. Showing American-British English differences
- d. Standard transcription

e. Demonstrations with examples

The figure below presents frequency of the learners' endorsement graphically:

Figure-5
EFL Learners' Awareness of Positive Aspects of Monolingual Dictionaries (LDCE)



The researchers assume that such response of the learners regarding positive aspects of monolingual dictionary is not their one rather it is the response of their teachers as they were allowed to consult with their teachers while responding open ended questions. Moreover, the data analyzed depicted that Pakistani EFL learners were ignorant of dictionary use. It is maintained that use of monolingual dictionary is helpful in learning language.

Oxford Advanced Learner's Dictionary has the following positive aspects:

- a. Clear definitions
- b. One word various definitions
- c. Exact pronunciation

Again, the researchers maintain that these responses have not been given purely by the learners. They have been helped by their teacher to produce such responses. The learners must rely upon monolingual dictionaries along with teachers to learn language otherwise desirable results cannot be achieved.

4.7 Findings

Through this study, the researchers have gathered the following findings.

- 74% learners at under graduate level do not read introductory pages of monolingual dictionaries.(Q.No.2)
- 40% under graduate learners have monolingual dictionaries on teacher's recommendations. 30% possess monolingual dictionaries on parents' recommendations.(Q.No.4)
- Only 01% learners use monolingual dictionary for idiom and prepositional phrases (Q.No.7) but 62% learners need help for this category. It shows that rarity of training poses problems for the learners to use dictionary for this purpose. (Q.No.15).
- 9% learners use monolingual dictionaries for pronunciation (Q.No.7), 95% face problems of pronunciation, so, the gaps imply that they need to be helped in pronunciation concerns (Q.No.17).
- 74% undergraduate learners are needful of monolingual dictionary illustrations. (Q.No.15).
- The scarcity of training in terms of monolingual dictionary use is the major hindrance to the good use of such dictionaries. The findings demonstrate that 53% under graduate level students consider that the lack of training is the chief barrier in monolingual dictionary awareness. As the majority of learners are ignorant of monolingual dictionary conventions. (Q.No.22).

5. Concluding Remarks

The aim of the investigatory study was to analyze the dictionary awareness of under graduate EFL learners at public institutions in Pakistan. Questionnaire was used to gather data from the target students. The researchers started their empirical study with hypothesis followed by research questions that under graduate level do not exploit the knowledge the monolingual dictionaries offer. If the students use dictionaries, they use them for meaning purposes. Numerous questions were incorporated in the set questionnaire to reveal the grounds and reasons of this sort of behavior. On the basis of the findings, the study proves the hypothesis to be true that EFL learners in Pakistan have little propensity towards using dictionaries at under graduate level as the students at this level do not know how to make use of monolingual dictionaries appropriately. They cannot use the dictionaries to increase vocabulary as well as to enhance knowledge of English language. The students cannot even distinguish between object and

complement in terms of grammar. Further, the learners are not encouraged by language teachers to use the dictionaries. If the students are directed by the teachers, they are directed to use the dictionaries for looking up meanings of the given words. The students have lack of formal training regarding proper use of dictionaries. They are unaware of the information the dictionaries provide. The learners are ignorant of standard monolingual dictionary conventions. They necessitate developing linguistic skills. They are ignorant of their linguistic needs. Dictionary consultation is indispensable for the learners to improve their linguistic skills of listening, speaking, reading and writing. Female learners, comparatively, have positive attitude towards dictionaries. Costs of monolingual standard dictionaries, examination system and teachers' indifference towards usage of the dictionaries are some of the factors behind lack of practices of such dictionaries by the learners at public institutions in Pakistan. If standard dictionaries are not benefited, the learners will experience faulty pronunciation and poor of vocabulary. They will have avoidance behavior towards use of prepositions phrasal verbs and idioms. They will not be able to understand culture of the target language properly as idioms are culture bound linguistic idioms. It is a wild goose chase to develop linguistic competence among the learners with such behavior towards the dictionaries.

5.1 Recommendations

In the light of the above given findings, the following suggestions are made.

- There should be enough space for sake of introductory pages explaining symbols as well as conventions of monolingual dictionaries clearly.
- Easy and comprehensible definitions should be provided in the dictionaries for headwords.
- Separate portion should be allocated for idioms and phrases in the dictionaries.
- Colored illustrations can work for undergraduate EFL learners' attraction, so, the recommended dictionaries should have this pattern.
- Definitions of headwords should be easy and comprehensible having possible few words for definitions.
- There should be contextualized examples in the dictionaries for the learners to know how to use the words.

- The dictionaries should bear easy transcription having CDs, helping the learners in terms of pronunciation.
- Simple language should be used in the dictionaries for grammar explanations avoiding terminology usage.
- Monolingual dictionary awareness should be developed among the Pakistani learners from elementary/secondary level(s).
- Monolingual dictionary awareness must be part of the syllabus in countries like Pakistan.
- Monolingual dictionary workshop must be conducted by the relevant teachers/Institutions at least once a month.
- Healthy competitions of dictionary usage must be reinforced through rewards among EFL learners.
- The state should provide free of cost standard monolingual dictionaries to the learners.

References

- Apresjan, I.D., Apresan, U. D., & Apresjan, J. (2000). *Systematic lexicography*. Oxford: Oxford University Press.
- Bensoussan, M, Sim, D, & Weiss, R. (1984). The effect of dictionary usage on EFL test performance compared with student and teacher attitude and expectations. *Reading in a foreign language*, 2(2), 262-276.
- Bruton, A. (2007). Vocabulary learning from dictionary referencing and language feedback in EFL translational writing. *Language Teaching Research*, 11(4), 413-431.
- Christianson, K. (1997). Dictionary use by EFL writers: What really happens? *Journal of second language writing*, 6(1), 23-43.
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. London: Routledge.
- Cowie, A. P. (2002). *English dictionaries for foreign learners: A history*. Oxford: Oxford University Press.
- Fan, M. Y. (2000). The dictionary look-up behavior of Hong Kong students: A large-scale survey. *Education Journal-Hong Kong-Chinese University of Hong Kong*, 28(1), 123-138.
- Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language learning*, 46(4), 643-679.

- Hartmann, R. R. K., & James, G. (2002). *Dictionary of lexicography*. London: Routledge.
- Hartmann, R. R. (2016). *Teaching and researching lexicography*. London: Routledge.
- Hsueh-Chao, M. H., & Nation, P. (2000). Unknown vocabulary density and reading comprehension. *Reading in a foreign language*, 13(1), 403-430.
- Jackson, H. (2013). *Lexicography: an introduction*. London: Routledge.
- Jia, S. D. (2006). An empirical research on learning strategies training in EFL classroom. *US-China foreign language*, 4(5), 54-59.
- Miller, J. (2006). An Investigation into the Effect of English Learners' Dictionaries on International Students' Acquisition of the English Article System. *International Education Journal*, 7(4), 435-445.
- Taylor, L. (2004). Considerations of choosing an English-English dictionary for ESL students. *The Internet TESL Journal*, 10(7), 1-4.

Appendix

Questionnaire

Monolingual Dictionary Awareness of Pakistani

EFL Learners

PART-A

Name of Student.....

Name of Institution.....

Age Group.....

Gender.....

Mother Language.....

1. Write 1 in front of the best dictionary and 2 in the second best and almost immediately.

Dictionary Name	Codes
Oxford Advanced Learner's Dictionary	
Webster' English Dictionary	
The Little Oxford Dictionary	
Longman Dictionary of Contemporary English	
Oxford Pocket Dictionary	
Franklin's Electronic Dictionary	

Chamber's 21st Century Dictionary

2. Tick the correct answer.

Reading introductory pages of monolingual dictionaries

Very good Good No Comment Bad Very bad

3. For how long you have been keeping the dictionary? [**Tick the correct answer**]

a) 01 Year b) 02 Year c) 03 Year d) 04 Year f) Other

(Please Specify) -----

4. Write 1 in front of the best option, 2 in the second best and likewise.

What makes you keep the dictionary?

Codes

Bookshop recommendation

Parents recommendation

Teacher recommendation

Friend recommendation

It is not costly

Gift

Good illustrations

Easy usage

Possessed by parents

5. Tick the correct answer.

You have dictionary application training during language classes

Strongly agree Agree No comment Disagree Strongly disagree

PART-B

DICTIONARY USING HABITS

6. Tick the relevant

Use of monolingual dictionary

Very good Good No Comment Bad Very bad

7. Insert 1 in front of the best option, 2

in front of the second best and likewise.

Purpose of using the dictionary

Codes

For Meaning of Words

For Spelling of Words

For Idioms and Prepositional Phrases

For Pronunciation

For Illustrations

For Grammar

8. Insert 1 in front of the best option, 2 in front of the second best and likewise.

Consulting dictionaries with teachers for	Codes
Spellings of words	
Pronunciation of words/phrases	
Class of words	
Meanings of words/phrases	
How to use certain dictionaries	
Symbols used in the dictionary	
Type of dictionary you should use	

9. Tick the relevant.

Using dictionaries during English language class

Very good Good No Comment Bad Very bad

10. Tick the relevant

writing meaning of new looked up words on text

Very good Good No Comment Bad Very bad

PART-C

LEARNERS' ATTITUDE TOWARD DICTIONARIES [Tick the relevant]

11. Tick the relevant.

There is always right information in the dictionaries

Strongly agree Agree No comment Disagree Strongly disagree

12. Tick the relevant.

All dictionaries have identical information.

Strongly agree Agree No comment Disagree Strongly disagree

13. Tick the relevant.

The use of dictionary is boring.

Strongly agree Agree No comment Disagree Strongly disagree

14. Tick the relevant.

The students should be allowed to use dictionaries during target language examination at this level.

Strongly agree Agree No comment Disagree Strongly disagree

PART-D

LEARNERS' LINGUISTIC NEEDS [Tick the relevant]

15. To what degree do you feel need of the linguistic categories given below

Information	Extremely Needed	No Needed	No Comment	No Needed	Extremely No Needed
-------------	---------------------	--------------	---------------	--------------	------------------------

Meaning

Grammar

Illustrations

Spelling

Pronunciation

Idioms & Prepositional
Phrase

PART-E

PROBLEMS FACED DURING DICTIONARY USE [Tick the relevant]

Problem & Hindrance in Dictionary Usage	Yes	No
--	------------	-----------

16. Do you experience problem of dictionary symbols?
 17. Do you experience problem of pronunciation?
 18. Do you experience problem regarding synonyms & antonyms?
 19. Do you experience problem of looking up meanings of words?
 20. Do you experience problem of grammatical information?
 21. Do you experience problem of phrases& idioms comprehension?
 22. Is lack of training a hindrance in dictionary usage?
 23. Is parents' ignorance a hindrance in dictionary usage?
 24. Does lack of teachers' support affect dictionary usage?
 25. Does ignorance of classmates' affect dictionary usage?
26. For what situations do you use dictionaries? [**Tick the relevant**]
a. Listening b. Speaking c. Reading d. Writing e. Other (Please specify) _____

PART-F

POSITIVE ASPECTS OF MONOLINGUAL DICTIONARIES

[Tick the Relevant]

27. Longman Dictionary of Contemporary English has the following positive aspects:

- a. Good illustrations
- b. Showing American-British English differences
- c. Standard transcription
- d. Demonstrations with examples

Strongly agree Agree No comment Disagree Strongly disagree

28. Oxford Advanced Learner's Dictionary has the following positive aspects:

- a. Clear definitions
- b. One word various definitions
- c. Exact pronunciation

Strongly agree Agree No comment Disagree Strongly disagree