

EFL Teachers' Belief, Knowledge and Practices in Using Dictionaries

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This paper reports the survey results of 20 EFL teachers regarding their beliefs, knowledge and practices in using dictionaries in their classes at English education programme of a state university in Karawang - West Java, Indonesia. The questionnaire consists of four parts. The first part investigates the profile of the participants as dictionary users. The second part reports the results of teachers' knowledge with regard to dictionary use through the lexicographic survey. The third part presents the results of EFL teachers' general preconception about dictionaries. The fourth part presents teachers' belief in the value of dictionaries for students. Finally, this paper suggests teachers how to utilize dictionaries in the classroom activities. Though the teacher participants are somewhat small, certain tendencies emerge as they show familiarity with dictionaries as an indivisible part of English language learning kit; they also agree that students need to be taught how to use dictionaries.

Keywords: teachers' belief, knowledge and practice, dictionary use

Artikel ini melaporkan hasil survey 20 dosen bahasa Inggris tentang keyakinan, sikap dan praktek menggunakan kamus pada program studi Pendidikan Bahasa Inggris di salah satu perguruan tinggi di Karawang, Jawa Barat, Indonesia. Survey ini terdiri dari empat bagian. Bagian pertama tentang profil dosen sebagai pengguna kamus. Bagian kedua melaporkan pengetahuan dosen tentang penggunaan kamus melalui survey lexicografi. Bagian ketiga tentang pandangan dosen bahasa Inggris tentang kamus. Bagian keempat tentang keyakinan dosen terhadap penggunaan kamus untuk siswa. Artikel ini diakhiri dengan usulan terhadap dosen bagaimana menggunakan kamus dalam pembelajaran di kelas. Meskipun jumlah partisipan dalam studi ini kecil, hasilnya menunjukkan kesamaan bahwa dosen telah terbiasa dengan kamus sebagai bagian yang tak terpisahkan dalam pembelajaran bahasa Inggris. Mereka juga setuju bahwa siswa perlu diajarkan bagaimana menggunakan kamus.

INTRODUCTION

A dictionary is an indispensable learning tool for EFL (English as a Foreign Language) learners and teachers. It could help conduct effective teaching and learning. Results of studies on the functions of dictionaries in a foreign/second language learning have been varied in orientation and methodology, leading, at times, to some extent inconsistent conclusions and recommendations. Language teachers appear to have varied views on whether dictionaries are conducive or restrictive to learning.

A study by Barnes, Hunt and Powell (1999) found that while most teachers believed dictionaries were a crucial learning tool, many also expressed concerns about the dictionary use. Some considered that learners often became obviously dependent on the dictionary, became the victims of what so called 'individual word syndrome' (i.e., encoding into the target language word by word), or fell to use a dictionary properly due to inadequate metalinguistic skills or knowledge of dictionary conventions. This is supported by Bishop (1998) who states that traditional teachers have assumed implicitly that learners are not capable of using a dictionary correctly and, therefore, have felt that "dictionaries should be discouraged as something too dangerous to put in the hands of (not only) young learners" (p. 3).

In the language learners' view, on one hand, the use of dictionary can be seen as a tool for learning vocabulary. It is also considered as a strategy employed in the comprehension, production and learning of a foreign language. This makes the use of dictionary an interesting phenomenon for researchers, teachers and lexicographers. Thus, good teachers need to take on the practice of consulting their dictionaries to assimilate the lexical, syntactical, phonological, morphological, etymological and more other features of one word or expression that a good dictionary can provide.

Previous studies on the field have, however, tended to focus on the dictionary use of language learners, often disregarding the dictionary use of teachers. In addition, dictionary have long been the focus of a huge body of research (e.g. Atkins, 1998, Bejoint, 1994, Stein, 1991, 1999, 2002; Hartmann, 1991 and Wright, 2001); however, there has been little interest in investigating teachers' perceptions of the use of dictionaries; hence, this study attempts to fill in the gap. This study, therefore, surveys the EFL teachers' belief, knowledge and practices in using dictionaries in their classes. Three research questions posed in this study are:

1. How well do EFL teachers know various dictionaries and their features?
2. How often do EFL teachers use dictionaries and for what purposes?
3. To what extent do EFL teachers believe in the value of dictionaries for their students?
4. To what extent do EFL teachers utilize dictionaries in their classroom activities?

Studies on the Use of Dictionaries

Miller (2008) conducted a survey targeting teachers of English to non-native speakers in Australian language schools and universities. It was aimed to discover teachers' attitudes to and use of dictionaries in their English classes, particularly in relation to learners' dictionaries in the teaching of grammar, collocations and idioms. The majority of teachers who responded to the survey used dictionaries when preparing teaching materials, but a few said that they provided dictionary training in class. Besides this, very few commented on specific uses that could be made of dictionaries.

The survey found that several participants had good dictionary skills and had ideas for dictionary improvement. It also found that most respondents were aware of dictionary use, but few had received training in this topic. Besides this, the findings showed that many teachers seemed still to be unaware of the potential advantages of an English learners' dictionary in the language classroom. The majority of teachers in this survey were not adequately equipped to give comprehensive training in dictionary skills for their students.

Stein (2013) argues that foreign language teaching has to include the use of both bilingual and monolingual dictionaries specially written for learners. Bilingual dictionaries are an essential tool for providing ready translation equivalents for common words and exact translation equivalents for technical terms. He believes that monolingual learners' dictionaries provide access to the world of meaning discriminations made by the target language and provide definitions which distinguish subtle differences in meaning. A monolingual dictionary, according to Kirkness (2004), is well established as "an essential source, if not indeed the principal source, of information on language for all members of literate societies who might have questions on any aspect of the form, meaning, and/or use of a word or words in their own or in another language" (p. 54). This shows that the importance of dictionaries in language learning is unquestionable. The prominence of dictionaries as tools for language learning and communication has long been recognized by the majority of language learners across the world. In countries where English is not a daily medium of communication, learners tend to rely on them. Dictionary use can be an additional activity in

listening, speaking, reading, writing and translating; it also enhances active or independent learning as it is one of the conscious learning strategy. Consulting a dictionary, however, is a quite complicated activity, involving combining the skills of noticing, searching, selecting and summarizing.

Monolingual dictionaries, according to Nation (2001), generally contain much more information about each word than bilingual dictionaries do, and some teachers recommend that bilingual dictionaries be used in conjunction with monolingual dictionaries for writing and speaking. He goes on to say that bilingual dictionaries use two languages. The head word and the examples are in one language, and the meaning is in another. Sometimes the example sentences are also provided in two languages.

Many bilingual dictionaries contain little information about each word; they can be seen as a complement, rather than a competitor, to monolingual dictionaries. Moreover, some bilingual dictionaries provide substantial information about each word. Nation (2001) mentions three major advantages of bilingual dictionaries. First, they provide meanings in a very accessible way. Second, they can be bi-directional: English–first language or first language–English. Finally they can be used for both receptive and productive use. Bilingual dictionaries which go from the first language to the second language provide easy access to vocabulary for productive use. This access is not easily provided in monolingual dictionaries. If bilingual and monolingual dictionaries are used to complement each other for productive purposes, the best qualities of both can be used.

Bilingualised dictionaries contain information of monolingual dictionaries, plus the translation of headword. The idea is to combine the advantages of monolingual dictionaries with the convenience of bilingual dictionaries. The example of bilingualised dictionary sold in Indonesia is *Password English Learner's Dictionary for Speakers of Bahasa Indonesia*, 3rd edition (PBI3, 2011). PBI3 is a semi-bilingual dictionary which provides both English definitions and Indonesian equivalents for English headwords. This means that if a student cannot understand the English definition of an English headword, the student can be assisted with the Indonesian equivalent of the English word.

A study by Laufer and Hadar (1997) found that bilingualised dictionaries generally gave better results than bilingual or monolingual dictionaries on comprehension and production test. The more skilled the users were, the better they performed with monolingual dictionaries. However, the users of bilingualised dictionary still achieved better results.

Based on Oh's (2006) study, which explored Korean English teachers' dictionary use and instruction, the results show that less than 5% of teachers have ever received any kind of

instruction on dictionary use, and only a small percentage of them make plans for the teaching of dictionary use for their students. Moreover, the time constraints imposed by their curricula make language teachers reluctant to spare time to teach dictionary-using skills even though they may acknowledge that such skills are necessary to their students (Chi, 2003).

The study of dictionary use in EFL learning is one of the crucial areas of research in applied linguistics. Similarly, Thornbury (2008) recommends that dictionary can also be used productively for both generating text and becoming a resource for vocabulary acquisition. Through a dictionary, students can find information such as the different meanings of a word, how a word is pronounced, what other words a word collocates with and when a word can be used.

As the dictionary is an essential instrument for learning a second or foreign language, a lot of research has been conducted into language learners' dictionaries, which has in turn improved the quality of these dictionaries. As Hartmann (1994:pp.239-240) reveals, the commercial success of dictionaries for foreign learners of English has been made possible by four kinds of research into dictionaries including the history, typology, criticism and the use of dictionary.

However, several studies (Berwick & Horsfall 1996; Nesi, 2000; Weight 1998) show that dictionaries have now been used poorly and inefficiently, which may result from the low level skill of dictionary users. Many teachers and college students have not recognized dictionary consultation as an important tool of acquiring English proficiency. It is in line with Carter and McCarthy (1988) who state that "dictionaries for language learning have been largely ignored in the wealth of books and articles on language learning by linguists, psychologists, and language teachers" (p. 111).

Apart from the argument in support of dictionary use, there have been several reasons which discourage dictionary use in a foreign language classroom. For instance, it could inhibit learners from developing such a crucial skill as guessing meaning from context. Thornbury (2002) argues that careless dictionary use may sometimes cause serious errors. These might lead EFL teachers to think that dictionaries are not fully helpful in language learning. Nevertheless, there is evidence of the usefulness of dictionaries in learning foreign language vocabularies. Therefore, dictionary use and other more implicit strategies of learning vocabulary should rather be seen as complementary approaches than as opposed or competing ones.

METHOD

This study adopted a survey method. The participants of this study were 20 EFL lecturers at the department of English education at a state university in Karawang - West Java. For the purpose of demographic information, the participants were asked some personal information such as gender, age, academic degree, teaching experiences, and courses they taught. The participants in this survey were 6 female and 14 male ranging from 25 to 55 years old. The courses taught by the participants can be seen in the table below.

Table 1: The courses taught by the participants

Exploring poetry	1
Exploring prose	1
Grammar	2
Writing	3
Reading	2
Introduction to literature	1
Language Learning Media	1
Listening	2
Cross culture understanding	2
Speaking	1
Vocabulary	1
Exploring prose	1
Research in ELT	1
Phonetics and phonology	1

The questionnaire was piloted on five English lecturers from different participants at the university to obtain comments on the statements of the questionnaire. The referees checked the questionnaire and suggested some modification, so the questionnaire was reduced to be 37 items in the final draft.

The questionnaire was developed and adopted based on Hartmann (1999). Though different in objective, the method is comparable to that employed by Nesi and Hail (2002) who investigated the dictionary-using habits of international students studying through the medium of English at a British university. It is also comparable to a study by Nauman and Ali (2014) who explored the English language teachers' attitudes towards the use of pedagogical dictionaries in their classes. The questionnaire given to the participants in the survey dealt with the items that can be seen in the following table.

Table 2: Items of the questionnaire

<p>Section 2: The Dictionary Use</p> <ol style="list-style-type: none">(1) First use of a dictionary(2) Types of dictionaries owned based on its language(3) Types of dictionaries owned based on its form(4) Knowledge of semi bilingual dictionary or bilingualised dictionary(5) Number of printed dictionaries owned(6) Type prioritized when buying a new dictionary(7) Circumstances under which a dictionary is used(8) Reasons for using a dictionary (a)(9) Reasons for using a dictionary (b)(10) Use of information in the appendices of dictionaries(11) Awareness of the user guide notes in the front matter of dictionaries(12) Opinions regarding the use of a dictionary(13) Instruction in dictionary use(14) Important of being taught to use a dictionary <p>Section 3: Teachers' Belief about dictionary consisting 8 questions</p> <p>Section 4: Teachers' View in the value of dictionary for their students consisting 7 questions</p> <p>Section 5: Teachers' practices in utilizing dictionaries in classroom activities consisting 8 questions.</p>

FINDINGS AND DISCUSSIONS

With regard to the question of the use of dictionaries, the findings show that 60% of the teachers claimed to have started using a dictionary at primary school while 40% stated at secondary school. This is an essential question because it indicates when teaching the use of dictionaries should be started. Dictionaries are introduced at primary school in Indonesia. Therefore, the instruction in dictionary use also needs to start at this level of education.

Regarding the types of dictionary possessed by the participants, the results show that 20% of the teachers have L1 - L2 dictionaries, with 25% of them saying that they own monolingual dictionary. 30% of the teachers reported that they have L1-L2 and L2-L1 dictionaries, with 5% of them saying that they own L1-L2 and monolingual dictionaries and 20% of them reporting to have L1-L2, L2-L2 and monolingual dictionary. No teacher has a semi-bilingual dictionary or bilingualised dictionary. These results indicate that on the whole the teachers are knowledgeable about dictionary.

The third question asked the form of dictionary possessed by the participants. There were three forms of dictionary: pocket electronic dictionary, electronic dictionary installed on their mobile phone, and electronic dictionary installed on their personal computer. The results indicate that 5% of the teachers reported to have pocket electronic dictionary, and another 5% of them said they have electronic dictionary installed on their mobile phone. 35% of the teachers stated that they have electronic dictionary installed on their personal computer while 15% of the teachers reported to have pocket dictionary and electronic dictionary installed on their mobile phone. While 20% of the teachers said they have pocket electronic dictionary and electronic dictionary installed on their personal computer, 20% of them have pocket electronic dictionary, electronic dictionary installed on their mobile phone and electronic dictionary installed on their personal computer.

The fourth question asked the participants to explain what a semi-bilingual or bilingualised dictionary was. The results show that 5 teachers did not answer the question while 4 teachers answered by saying the following expressions: *sorry, I don't have any idea, I am sorry I don't understand about it, sorry, I don't know the term of the semi bilingual dictionary, and I never heard about this*. 11 teachers tried to define by themselves what the semi bilingual dictionary was. 4 teachers gave good answer while 7 teachers didn't. These results indicate that almost all teachers cannot explain satisfactorily what a semi-bilingual dictionary is, as can be seen in the table below.

Table 3: Definitions of a semi-bilingual dictionary by the participants

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| <ul style="list-style-type: none"> - Semi-bilingual dictionary is used to L1-L2 and L2-L1 dictionary. - Semi-bilingual means using L1-L2 dictionary and L2-L2 dictionary. - A dictionary which defines meanings of words in English and its counterparts in Indonesian. - Dictionary which combines the features of a monolingual and a bilingual dictionary. - It is a dictionary which has 2 language. - A dictionary which combines the features of a monolingual and a bilingual dictionary. - A type of dictionary consisting of two explanations of the target language, either of which provides more explanation than another one. - A kind of dictionary that provides the meaning of the words in two languages. - Kamus yang arti katanya dikaitkan dengan latar budaya. (It is a kind of dictionary whose word meaning relates to culture background). - It is included the others sense in making meaning. - It combines monolingual and bilingual feature |
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Question five asked how many printed dictionaries the teachers had. The results indicate that 2 (10%) teachers have 2 dictionaries and 7 (35%) teachers have 3 dictionaries. 11 (55%) other teachers reported that they have more than 3 dictionaries. 11 Teachers have more than 3 dictionaries while 9 teachers have 2-3 dictionaries. These results show that on the whole the teachers are aware of the importance of dictionary.

When asked about the priority when buying a new dictionary, the teachers gave various responses. 40% of the teachers buy dictionary because of the reputation of publisher, with 20% because of the number of words. 15% of the teachers said it is because of the number of examples, and none of them stated it is due to the number of the pages. 25% of the participants reported other reasons.

The seventh question asked when the teachers used a dictionary. The majority of the teachers (40%) make use of dictionaries while preparing teaching materials at home, and a lesser number (30%) use dictionaries during class. 20% of them use a dictionary while preparing teaching materials in the office (lecturer room), and a small percentage (10%) reported to use dictionaries while preparing teaching materials in the library. When asked when the teachers use dictionary, the results show that 45% of the teachers use dictionaries while they read textbooks. 25% of the teachers use dictionaries when working on a translation tasks, with 15% while reading textbook. Only 15% use dictionaries while reading newspapers and magazines.

Responding to the questions asking how often the teachers used dictionaries for certain activities (writing and reading English articles, listening, speaking, pronouncing, and finding definitions, synonyms, examples, and collocations), the results show that most teachers use a dictionary for writing English articles (60%) followed by reading English articles (55%), finding out synonyms/words of a similar meaning (35%) and looking up the examples of a word's use (45%). 45% of the teachers use a dictionary for looking up collocation.

Question ten asked the teachers to express their experiences in using the appendices, including the most common information appendices found in different dictionaries. The results show that 80% of the teachers said 'yes' while 20% of them said 'no.' It becomes obvious that they use information contained in the appendices to understand the contents of the books, to study pages and pictures, to look up technical terms specific to the subject and to look up vocabulary. Some teachers cannot specify them. Thus, they should learn the structures of the dictionary so that they can specify what kinds of information contained in

the appendices they ever use i.e. list of abbreviation, list of regular/irregular verbs, proper names, units of measurement and others.

Question eleven asked whether the teachers were aware of the user guidance in the front matter of dictionary. 50% of the teachers said they study them, and 35% of the teachers found them user-friendly. Only 15% of the teachers pay no attention to the information in the user guide notes, which provide useful information (such as the organization of the dictionary, the list of abbreviations used in compilation of the dictionary, an explanation of the pronunciation, table of contents, etc.). Familiarity with the user guides could produce direct effect in both understanding and reducing the lookup process. Hence, teachers should consider the importance of the user guide notes.

Question twelve asked the teachers to agree with five statements (dictionaries can improve my reading; dictionaries can improve my writing; dictionaries can improve my speaking; dictionaries can improve my listening; dictionaries can help me perform better in my teaching). A large percentage of teachers (35%) state that using dictionaries can help them perform better in their teaching, followed by 20% who think that using dictionaries can improve their reading. 10% of the teachers think that using dictionaries can improve their speaking, and only 5% of them think that using dictionaries can improve their listening.

When asked whether the teachers were taught how to use a dictionary when they were at secondary school, 30% of them has never been instructed in dictionary use while 40% of them said they were taught how to use dictionary. These results show that teachers should encourage students to learn how to use dictionaries by themselves.

Regarding the question asking the teachers whether they thought students at English department should be taught how to use dictionaries, the majority of teacher said it is very important, with 40% of them stating it is important. Based on the results, it can be concluded that there is a need for *user education* at the university, especially for student teachers.

According to Hartmann and James (1998), user education is defined as “the training of users in the reference skills in response to reference needs” (p. 152). *Reference skills* are “the abilities required on the part of the dictionary user to find the information being sought” (Hartmann & James, 1998, p. 117), while *reference needs* are “the circumstances that drive individuals to seek information in reference works such as dictionaries” (Hartmann & James 1998, p. 116). This is in line with Hadebe (2004) who argues that “by training teachers to be good users themselves, it is envisaged that they could pass these skills on to students and eventually to society in general” (p. 90).

In addition, student teachers, even teachers, should be taught reference skills as part of their training in order to enable them to make maximum use of dictionaries and reference books and teach this knowledge to students in all levels. Moreover, teachers are in better position than researchers or even lexicographers to assess the students' lexicographic needs. If teachers acquire dictionary skills and pass on these skills to students, a dictionary culture could develop in the community.

Teachers should not ignore dictionary work. Like pronunciation, it is a natural part of any course that needs to have an appropriate focus and allocation time. By encouraging the intelligent and self-guided use of dictionaries, students become more independent, and as teachers this is one of our core goals. Moreover, the utility of the dictionary as a consistent source for word meanings, spelling, and pronunciation has been widely identified.

Regarding the teachers' belief, the following table list the results of the teachers' belief about dictionaries.

Table 4: Teachers' belief about dictionaries

Statement		I strongly agree	I agree	I am not sure	I disagree	I strongly disagree	Total
15. Dictionaries are integral part of language learning	Count	9	11				20
	%	45	55				100%
16. Teachers should have dictionaries	Count	15	5				20
	%	75	25				100%
17. Teachers need dictionary more than students	Count	11	8	1			20
	%	55	40	5			100%
18. Teachers should have the source for particular aspects of language (e.g. collocation phrasal verb, idiom)	Count	11	9				20
	%	55	45				100%
19. Dictionaries are enjoyable	Count	7	8	5			20
	%	35	40	25			100%
20. Teachers should look up dictionaries more than students.	Count	10	7	2	1		20
	%	50	35	10	5		100%
21. Monolingual dictionaries rather than the bilingual's are the normal choice for teachers	Count	2	10	6	2		20
	%	10	50	30	10		100%
22. Electronic dictionaries have more to offer than paper ones	Count	3	10	7			20
	%	15	50	35			100%

From the statement number 15, we can see that 20 lecturers (100%) agree with the notion of the integrity of dictionaries to language learning. According to Waring (2001) there are several reasons why teachers should teach dictionary skills. First, such skills give students greater control over their own learning and shift the responsibility of learning to the students. Second, students are not born knowing how to use dictionaries well. Therefore, they need to gain this knowledge and these skills in order to use their dictionary effectively. Third, dictionary skills help students to disentangle information in the dictionary by making things explicit to them. Fourth, dictionaries naturally generate a great deal of thinking about meaning and language. That is why if they can use dictionaries well, there will be minimal classroom disruption because teachers can rely on students to get the correct meaning. Fifth, dictionaries can provide useful support not simply when teachers are in doubt about something but when they want students to confirm their own supposition about something in English. Sixth, dictionaries can serve as a focus for communication and classroom interaction. Finally, dictionary training can help students explore personal preferences and learning styles and may also lead students to new modes of study.

Waring (2001) also goes on to say that dictionaries are not only a tool for private or individual learning problems but also a springboard to all sorts of other communicative and interactive activities. By exploiting dictionaries as a source of interaction, teachers can help students develop their confidence as both dictionary users and language learners. An important benefit of this is that students will be exposed to a great deal of language that will help them experience and explore it.

The Statement number 16 tests teachers' belief about the importance of dictionaries as a teaching and learning aid by asking about the possession of dictionaries. 20 (100%) teachers agree with this statement. The statement number 17 is connected with the teachers' need of dictionaries. It is supported with the questions numbers 2, 3 and 4 showing that 100% of the teachers have dictionaries in different forms such as electronic and printed dictionaries.

The statement number 18 is concerned with conventional dictionaries and thesauruses. Thesaurus is a book that list words in groups that have similar meaning. There are many thesauruses for collocations, phrasal verbs, idioms, and synonyms to be an ever-present weapon in teachers' resources as suggested by Stein (2013). The figures show that 100% of the teachers approve. Number 19 highlights the enjoyment of the dictionaries, and 75% of the teachers believe that dictionaries are pleasant.

As regard with the view that teachers should look up dictionaries more than students, the statement number 20, 85% of the teachers agree with this statement. When asked about

their recommended dictionary types, the statement number 21, 60% of the teachers prefer monolingual dictionaries to bilingual dictionaries. A word in monolingual dictionaries contains more information than that in bilingual dictionaries does (Nation, 2001). Nation (2001) goes on to say that there are at least two major advantages of bilingual dictionaries. First, they provide meanings in a very accessible way, and second, they can be bidirectional: English–first language or first language–English.

The statement number 22 deals with the teachers’ belief about the usefulness of electronic dictionaries. 65% of the teachers believe that electronic dictionaries provide more to offer than paper-based ones. A large number of teachers now have personal computer, and they can easily access free electronic dictionaries when connected to the Internet.

Considering teachers’ view in the value of dictionaries for students, the following table lists the results.

Table 5: Survey of teachers’ view in the value of dictionaries for students

Statement		I strongly agree	I agree	I am not sure	I disagree	I strongly disagree	Total
23. University students can achieve English competences without employing dictionaries	Count			8	11	1	20
	%			40	55	5	100%
24. Students should consult dictionaries frequently.	Count	3	17				20
	%	15	85				100%
25. Weaker students are more possible to use dictionaries.	Count		7	10	3		20
	%		35	55	15		100%
26. Use of dictionaries will unquestionably increase students’ vocabulary.	Count	6	11	3			20
	%	30	55	15			100%
27. Some of the students’ pronunciation problems are at least caused by lack of dictionary use.	Count	2	16	2			20
	%	10	80	10			100%
28. One way of improving students’ writing skill is by insisting them to use dictionaries more.	Count	1	15	4			20
	%	5	75	20			100%
29. Dictionaries skill can be an indicator of students’ linguistic competence.	Count	1	15	4			20
	%	5	75	20			100%

The statement number 23 is about the possibility of a student to be competent with relatively minor use of dictionaries. 60% of the teachers disagree with this statement, and 40% of them are in doubt whether students should use dictionaries daily to achieve their competence in English learning. Number 24 continues the teachers' view whether students should consult dictionaries regularly. All of the teachers recommend that students consult such a tool. This is in agreement with Thornbury (2002) who says that knowing a word includes knowing its written and spoken form, its meanings and the words it is most commonly associated with, its derivation, how it is used in different situations, its frequency, its grammatical behaviour, its connotations, and how it can be used as a verb, noun, adverb, etc. Learners can individually find all this information in a well-chosen dictionary.

Using a dictionary will also help learners develop autonomy. This is proposed by Gairns and Redman (2005) who asserts that "a learner who makes good use of a dictionary will be able to continue learning outside the classroom, and this will give him considerable autonomy about the decision he makes about his own learning" (p. 79). In addition, using dictionary will give learners good learning habits. Leaney (2007) argues that "there is tremendous amount of information in a good learner's dictionary - sometimes an overwhelming amount. Helping students tap into that information efficiently is one of the best ways to help them become independent, lifelong language learners" (p. 1). It can be true that in order to help students understand a word, develop their vocabulary, become more autonomous and good learner habits, an English teacher should be aware of the significance of using a dictionary in language learning. Teachers also need to inform their students to choose a good and appropriate dictionary and encourage them to refer to it frequently and constantly.

The statement number 25 explores the teachers' view whether or not weaker students are more possible to use dictionaries. Li (2012) and Hartmann (2002) tend to believe that a dictionary is needed equally by weaker and competent students who find new ways of exploiting unlimited potential of their language development. In this statement, 35% of the teacher agrees, 55% of them are not sure, and the rest (15%) disagree.

The remaining statements in this questionnaire focus on the teachers' view on how dictionaries influence the acquisition of language skills. The statement number 26 states that dictionaries help students increase their vocabulary. Responding to this statement, 85% of the teachers agree, while 15% of the teachers are not sure. It is in line with the study conducted by Knight (1994).

The statement number 27 deals with one of the functions of dictionaries: checking the pronunciation of a word. According to Nation (2001), one of the purposes in using dictionary deals with production (encoding) such as confirming the spelling, pronunciation, meaning, etc. of known words, checking that a word exists, finding a different word to use instead of a known one, or just correcting an error. Regarding this statement, 85% of the teachers agree that ignoring dictionary use will cause students' pronunciation problems. The statement number 28 is concerned with the influence of dictionary toward students' writing ability. Similar to the previous statement, 85% of the teachers agree with number 28.

The statement number 29 deals with the importance of dictionary skills as a whole as an indicator of students' linguistic competence. In this statement, 80% of the teachers agree that dictionary skills can be an indicator of students' linguistic competence. According to Bachman (1990) linguistic competence or language competence – knowledge of language relates to organizational competence, controlling the formal structure of language (grammatical competence) including knowledge of vocabulary, rules of pronunciation and spelling, word formation and sentence structure and knowing how to construct discourse (textual competence). While Nation (2001) asserts that dictionary can be used for a wide range of purposes. Scholfield (1982, 1997) has consistently distinguished between the different requirements and strategies for dictionaries which can be used for comprehension (listening and reading) and dictionaries which can be used for production (speaking and writing). Apart from being sources of information, dictionaries can also be aids to learning. (Nation, 2001)

Table 6. How teachers practice the dictionaries in their classroom activities

Statement		Always	Often	Sometimes	Rarely	Never	Total
30. I encourage my students to use dictionaries during classes.	Count	6	12	2			20
	%	30	60	10			100%
31. I observe the speed of my students who use dictionaries during lectures.	Count		12	6		2	20
	%		60	30		10	100%
32. I tell my students that using dictionaries well can have a positive impact on their language performance.	Count	8	11	1			20
	%	40	55	5			100%

33. I train my students in dictionaries related-exercise (e.g., pronunciation, part of speech, collocations).	Count	3	13	3		1	20
	%	15	65	15		5	100%
34. I point out to my students the relative advantages and disadvantages of using monolingual and bilingual dictionaries.	Count	1	15	3	1		20
	%	5	75	15	5		100%
35. I integrate dictionaries skills into my general English syllabus.	Count	2	13	3	1	1	20
	%	10	65	15	5	5	100%
36. I suggest my students to use dictionaries independently at home as part of their autonomy in learning.	Count	4	15	1			20
	%	20	75	5			100%
37. I tell my students to consult their dictionaries during their reading and writing exercises.	Count	4	14	2			20
	%	20	70	10			100

Table 6 relates to how teachers utilize dictionaries in their classroom activities concerning with teaching English language. The statement number 30 presents the teachers' reinforcement for using dictionaries. 90% of the teachers do this regularly. Nevertheless, 10% say that a dictionary use interrupt the speed of lectures. Number 31 asks whether the teachers observe the speed of their students who use dictionaries during lectures. 60% of the teachers often observe the speed of their students in using dictionaries during lectures. Only 30% of them state 'sometimes' and 10% state 'never.'

The statement number 32 deals with the teachers' practice. 40% of the teachers always tell their students that good use of dictionaries can have a positive impact on their language performance, with 55% of them stating they 'often' do this and 5% sometimes. The statement number 33 explores teachers' practice about whether or not they train their students in dictionary related-exercise (e.g., pronunciation, part of speech, collocation). 95% of the teacher does this with different frequency, with the rest never doing this.

95% of the teachers reveal to their students the relative advantages and disadvantages of using monolingual and bilingual dictionaries (the statement number 34), while 95% of the teachers integrate dictionary skills into their general English syllabus (number 35). The statement numbers 36 and 37 deal with teachers' direction to their students to use dictionaries

not only in the classroom but also at home and to consult their dictionaries during their reading and writing exercise. Almost 100% of the teachers do this statement.

CONCLUSIONS

Though the teacher participants are somewhat small, certain tendencies emerge as they show familiarity with dictionaries as an indivisible part of English language learning kit. Through this survey to teachers' believe, knowledge and practice in using dictionaries in their classes, the study has revealed that the teachers mostly own both L1-L2 and L2-L1 dictionaries and most of them have more than one dictionary. They are less familiar with semi bilingual dictionaries or bilingualised dictionary. When they buy a new dictionary their priority is the reputation of the publisher. In their opinion, using dictionaries can improve their reading, writing and speaking, and can help them perform better in their teaching.

As regard with the teachers' frequency and purposes in using dictionaries, the findings show that the teachers start using dictionaries mostly at primary school. They inform that they usually use an electronic dictionary installed on their personal computer. They use a dictionary during class and while preparing their teaching materials in the office and at home. They use a dictionary while reading academic journals, textbooks, newspapers and magazines and while working on translation tasks. Most of them use a dictionary when reading and writing English articles and when looking up pronunciation, a definition/equivalent of a word, or synonyms/words of a similar meaning. They also ever use information contained in the appendices, but they cannot specify them. They state that they received less instruction how to use a dictionary when they were at secondary school. They also agree that it is very important to teach how to use dictionaries to student teachers at the English language teaching department.

In exploring the teachers' belief about dictionaries, 100% of the teachers agree to integrate dictionaries to language learning and believe about the importance of dictionaries as teaching and learning aid. Teachers also agree they should look up dictionaries more than their students. They prefer monolingual dictionaries to bilingual dictionaries since the former contains much more information about each word than bilingual dictionaries do. Besides, they believe that electronic dictionaries provide more to offer than paper-based ones.

Based on teachers' views, it is found that students can achieve their English competences by employing dictionaries, and dictionaries will help students develop autonomy and increase their vocabulary. In addition, students can take the advantages about the lexical, syntactical, phonological, morphological and etymological features of one word

or expression provided by a good dictionary. Teachers think that dictionary skills could be an indicator of students' linguistic competences, including knowledge of vocabulary, rules of pronunciation and spelling, word formation and sentence structure and knowing how to construct discourse (textual competence).

In practicing dictionaries, 100% of the teachers practice to utilize dictionaries in their classroom activities. They are aware of the students' speed in using dictionaries during lectures. They tell their students that dictionaries have a positive impact on their performance. Teachers also give their students dictionary-related exercises (e.g. pronunciation, part of speech, collocation etc.). They tell the students relative advantages and disadvantages of using monolingual and bilingual dictionaries. They also integrate dictionary skills into their general English syllabus. Finally, they advise their students to consult their dictionaries on their reading and writing exercise at home.

This survey is a preliminary study in terms of dictionary use on faculty members at a state university in Karawang, West-Java. It is not comprehensive and lack of generalizability. Further quantitative and qualitative research need to be conducted at the university with reference to different dictionary users, dictionary types, etc.

The researcher recommends and suggests some points. First, teachers need to tell their students the importance of dictionaries in language learning and make them realize that teachers are not a dictionary; therefore, they need to encourage their students to be more independent, not relying on the teacher. Second, teachers need to realize that a bilingualized dictionary, a term used by Laufer and Melamed (1994) for a mono-bilingual dictionary, is the combination of monolingual and bilingual dictionaries. It has most of the advantages of both. Teachers need to exert themselves to correct the view about dictionaries from one more passive book on the library shelf to the source of help in time of need. Teachers need to integrate paper-based dictionaries versions including electronic version (e.g. OALD on CD-ROM) and internet online dictionaries to provide learners with the versatility and inspiration of these up-to-date sources. In addition, teachers need to be aware of ELT dictionaries as a cultural artefact that mediates between different languages and cultures. Further investigations are needed in this area in order to enrich teaching practices in the classroom, to encourage the teaching staff to understand the role that the dictionary can play as a tool of language teaching and learning, and to remind us about the role of dictionaries as an encyclopaedic source of general human knowledge.

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