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**DICTIONARY USE  
IN  
LEARNING A SECOND LANGUAGE**

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## ABSTRACT

This study has investigated the effect of dictionary use considering dictionary types on vocabulary retention and reading comprehension.

Participants of the study were selected among 4<sup>th</sup> year students in the English Language Teaching Department of Education Faculty, Uludağ University. There were 88 participants in total.

The instruments used to collect data were a vocabulary test – used as both a pre-test and a post-test, a reading passage supplied with dictionary-like glossaries, and a reading comprehension test. There were four groups altogether three of which were dictionary groups called Bilingual Dictionary Group, Monolingual Dictionary Group, Semibilingual Dictionary Group and one of them is No Dictionary Group consisting of non-dictionary users. A cloze test was used to make sure of their proficiency level equality.

In the first stage, the vocabulary pre-test was given to the students. In the second stage, one week later, the participants were asked to read the passage by using glossaries and then answer the comprehension test questions. In the third stage, immediately following the tests in the second stage, the same vocabulary test as the pre-test was handed out in order to determine vocabulary gains as a result of dictionary use.

Statistically, the results revealed a significant difference among groups in terms of vocabulary retention. In other words, the findings showed that dictionary use is a facilitating vocabulary learning technique regardless of different dictionary types. However, there was no strong evidence to suggest that specific type of dictionary use is a facilitating factor in reading comprehension because the results revealed no significant difference among dictionary groups in terms of reading comprehension.

## CONTENTS

	<u>Page</u>
<b>LIST OF TABLES</b> .....	V
<b>LIST OF FIGURES</b> .....	VI
<b>INTRODUCTION</b> .....	1
<b>REVIEW OF LITERATURE</b> .....	5
2.1. Dictionary Use in a Second Language .....	5
2.2. Dictionary Skills .....	7
2.3. Dictionary Types in Second Language Learning .....	10
2.3.1. Types of Learner Dictionaries .....	10
2.3.1.1. Monolingual Dictionary .....	10
2.3.1.2. Bilingual Dictionary .....	12
2.3.1.3. Semibilingual Dictionary .....	14
2.3.1.4. Electronic Dictionary .....	15
2.3.2. Research on Dictionary Types in Second Language Learning....	16
<b>METHODOLOGY</b> .....	19
3.1. Participants .....	19
3.2. Materials .....	22
3.2.1. Reading Passage .....	22
3.2.2. Vocabulary Test .....	23
3.2.3. Glossaries .....	27
3.2.3.1. Monolingual Glossary .....	28
3.2.3.2. Bilingual Glossary .....	28
3.2.3.3. Semibilingual Glossary .....	29
3.2.4. Reading Comprehension Test .....	29

3.3. Data Collection Procedure .....	31
3.4. Scoring .....	33
<b>RESULTS</b> .....	<b>34</b>
4.1. Vocabulary Test .....	34
4.2. Reading Comprehension .....	41
<b>DISCUSSION</b> .....	<b>44</b>
5.1. Vocabulary Retention .....	45
5.2. Reading Comprehension .....	48
<b>CONCLUSION</b> .....	<b>51</b>
6.1. Summary and Conclusions .....	51
6.2. Suggestions for Further Research .....	52
6.3. Implications for Teaching .....	54
<b>BIBLIOGRAPHY</b> .....	<b>56</b>
<b>APPENDICES</b> .....	<b>60</b>

## LIST OF TABLES

	<b>Page</b>
Table 3.1. Descriptive Statistics for Cloze Test .....	<b>21</b>
Table 3.2. ANOVA for Cloze Test Scores .....	<b>21</b>
Table 3.3. The Results of Item Analysis on Vocabulary Test .....	<b>25</b>
Table 3.4. The Results of Item Analysis on Vocabulary Test .....	<b>26</b>
Table 3.5. The Results of Item Analysis on Reading Comprehension Test ...	<b>30</b>
Table 4.1. Vocabulary Gain Scores of Dictionary Groups .....	<b>35</b>
Table 4.2. ANOVA for Vocabulary Gain Scores .....	<b>36</b>
Table 4.3. Comparison of Vocabulary Gain Scores for Dictionary Types .....	<b>37</b>
Table 4.4. The Results of Dependent Samples T-test .....	<b>38</b>
Table 4.5. The Results of Immediate and Delayed Vocabulary Tests .....	<b>40</b>
Table 4.6. Reading Comprehension Scores of Dictionary Groups .....	<b>41</b>
Table 4.7. ANOVA for Reading Comprehension Scores .....	<b>42</b>

**LIST OF FIGURES**

	<b>Page</b>
Figure 4.1. Distribution of Vocabulary Gain Score Means .....	<b>35</b>
Figure 4.2. Distribution of Pre-test and Post-test Mean Scores .....	<b>39</b>
Figure 4.3. Distribution of Immediate and Delayed Vocabulary Test MeanScores	<b>40</b>
Figure 4.4. Distribution of Reading Comprehension Scores .....	<b>42</b>

## 1.0 Introduction

The general area of research in the present study is the effect of dictionary use on second language learning. This study focuses on comparing and contrasting the specified dictionary types, monolingual, bilingual, and semibilingual, in terms of both reading comprehension and vocabulary retention in a Second Language. The reason for studying about L2 dictionary use is due to the learners' constant questions, such as what type of dictionary to use, to all language teachers about dictionary types and their effectiveness. Besides, to our knowledge, most of the language educators find this issue troubling to deal with. However, usually the first thing bought by a language learner is a dictionary as dictionaries are frequently used by second language learners in word learning. In the light of this reality it has been expected to contribute this area through the present study.

On the other hand, some researchers argue against using dictionaries frequently and generously in language learning. They claim that dictionary use interrupts and slows down reading as well as it reduces comprehension. Hulstijn(1996), in his study with Dutch advanced students of French, found out that dictionary use interferes with the process of constructing a mental representation of text meaning and he also claims that consulting dictionaries in reading reduces guessing skills that students should develop and might need when time is restricted in some cases.

Another study by Luppescu & Day (1995) showed that dictionary use had an important function for vocabulary retention but as opposed to this advantage, it decreased the learners' reading speed and the dictionary group looked up or checked many words to be sure even if they knew most of them. So, learners might incorrectly come to believe that every single new word has to be looked up.

Contrary to these findings and arguments, some researches concluded that the use of a dictionary positively affects vocabulary learning from reading. In Knight's (1994) study, American students of Spanish who had read two Spanish texts while using a dictionary later remembered more word meanings than those who did not have a dictionary at their disposal.

Also, in Gonzalez(1999), it has been stated by the learners that using dictionaries made them feel more independent and self-confident because dictionary replaces the teacher as a source of reference about the second language. The learners have another reliable alternative in hand when the teacher is not available to consult for information.

It is undeniable that dictionaries provide a variety of input about second language. With a good dictionary one can look up the meaning of an English word one sees or hears; finds the English translation of a word in his language; checks the spelling or origin of rare words; checks the plural of a noun or past tense of a verb; finds the synonym or antonym of a word; looks up the collocation of a word; finds out how to say a word and checks the part of speech; finds out about the register of a word and finds examples of the use of a word in natural language.

Walz (1990 in Koren 1997), argues and shows some reasons about why teaching skills of how to use dictionary is an essential process for getting information about words. Also, he indicates that it is a tool for lifelong learning as the students will learn vocabulary during their whole lives and it is not a simple reference book but also it can be used for more different kinds of vocabulary practices in the classroom.

There have appeared different types of dictionaries recently and naturally there are some studies on the effectiveness of dictionary types such as



monolingual, bilingual or semibilingual (Nakamoto, 1995; Baxter, 1980; Koren, 1997).

All in all, the need for further research stems from insufficient number of researches in this field not from the confusing results of the previous studies. When all these are considered, there is a need for further research investigating the effectiveness of different dictionary types in second language learning and which dictionary type is more conducive to learning.

Therefore, the aim of this present research is to fill the gap in terms of lack of sufficient research about L2 dictionary use and to search for the effect of some specific type of dictionaries on both vocabulary learning and reading comprehension.

The study consists of six chapters. Following the present introductory chapter, the review of the relevant literature will be presented in Chapter Two. The chapter starts with an overview of dictionary use in second language, dictionary skills and then gives information about the related research.

The third chapter describes how the study was designed to answer the research question and the hypotheses. The subjects, the data-collection materials and procedures, scoring are explained in detail.

Chapter Four includes the results gathered from the data collection process. In the analysis of the data One-way ANOVA was used to test the hypotheses and Tuckey unequal HSD was used to make multiple comparison among dictionary group scores. In order to see if there is a significant difference between pre and post-test scores t-test was performed.

The fifth chapter uses the results and the information collected from the data to investigate the effect of dictionary use. The hypotheses are discussed in the light of the findings presented in the preceding chapter.

Finally, in Chapter Six conclusions are presented. Firstly, a brief summary and the conclusions of the present study are presented. Then, some suggestions for further research including the limitations of the study are given. Lastly, some possible implications for language learning and teaching are suggested.



## **2.0 Review of Literature**

The main three research questions investigated in the literature are if the use of a dictionary has an effect on learning, which skills by second language learners are needed for effective use of dictionaries and which dictionary is better. Therefore in section 2.1 of this chapter research on dictionary use in a second language and its function in language classes and among language learners will be discussed and some of the important research findings will be presented. In section 2.2 dictionary skills and the need for improvement of them will be discussed. Then, in section 2.3 dictionary types available to EFL learners will be compared and contrasted in a detailed way and research findings will be presented for each type.

### **2.1 Dictionary Use in a Second Language**

There are not many researches on dictionary use in the literature and most studies have dealt with comparing and contrasting dictionary use with non-use of a dictionary.

Lupescu and Day (1993) conducted an experiment among 293 Japanese EFL university students. Participants were randomly assigned to a treatment (dictionary) group of 145 and a control (no dictionary) group of 148 and they were asked to read a short story. The group used a bilingual English-Japanese dictionary of their own choice. On the other hand, the control group were not allowed to use any dictionaries. Neither group were told of the multiple choice vocabulary test that was administered immediately after reading. The results of the study suggested a significant advantage for the dictionary group in

vocabulary learning through reading whereas the dictionary group took almost twice as long to read the text as did the control group.

Several researches have also investigated which factors might promote incidental vocabulary learning. In this sense, Hulstijn, Hollander and Greidanus (1996) conducted a study using 78 first year advanced university students of French. The students were asked to read a French short story in three conditions: Marginal Glosses that L1 translation was provided in the margin for the targeted, unfamiliar words, Dictionary (students were free to use a dictionary they liked) and Control in which the students were not given marginal glosses and dictionary. After reading, the students were tested for targeted words that had appeared at least once or three times in the text. The results showed that frequency of occurrence enhances incidental vocabulary learning more with using marginal glosses or dictionary. Furthermore, according to the study the effect of marginal glosses is more than dictionary since the students did not often consult dictionaries. However, it was also revealed that when students used dictionaries fully incidental vocabulary learning would be as good as it is in marginal glosses.

Nesi and Meara (1991) conducted two experiments to replicate Bensoussan, Sim and Weiss' (1984) studies, paying special attention to the dictionaries used, how they were used and what questions were asked in the reading comprehension tests. The experiment results were surprisingly in line with the findings of Bensoussan *et al* in that the using of dictionaries was not related to reading comprehension scores. On the other hand, experiments revealed that the use of a dictionary considerably slowed down reading speed.

Also, Summers (1988) reported the results of three experiments done on the effectiveness of the *Longman Dictionary of Contemporary English* in vocabulary learning and in reading comprehension among EFL learners. The first two experiments focused on reading comprehension and the results revealed that

comprehension was significantly improved by the use of the dictionary. In the third experiment the participants were asked to produce nine of the tested words in sentences. The results suggested that the mix of definition plus example in the dictionary entry was the most successful and that the use of the dictionary in all conditions tested was more conducive to the successful production of new words in sentences.

## 2.2 Dictionary Skills

Dictionaries have been recognised as a useful and very important learning tool for everyone who is learning a new language. Needless to say, it requires certain skills such as the ability of reading and writing or basic vocabulary knowledge, to use a dictionary effectively. In Gonzalez(1999), both studies by McKeown (1993) and Parry (1991,1993) indicate that adept dictionary skills are necessary for the learners. They found out in their studies that dictionary consultation requires some lexical, linguistic, or semantic skills to make use of and handle the dictionary efficiently.

It is known that a large number of learners cannot manage the dictionary by themselves. Neubach and Cohen (1988 in Gu (unpublished), studied six learners at three different levels of L2 proficiency - 2 high, 2 intermediate, 2 low-level EFL learners. They found that " advanced students do not need the dictionary so much, while weak ones cannot use it to their advantage" (p.14). As for the intermediate learners, the researchers explained that these students generally have difficulty in determining the part of speech of the word and are misled in the definition if monolingual dictionary is used.

However, there are some attempts in ELT field to teach dictionary skills through some kind of supplementary materials. Some popular learners' dictionaries try to help learners by providing workbooks to the dictionaries. For

example, COBUILD dictionary has *Learning Real English* workbook for the learners. Also, *The Longman Dictionary Skills Handbook* is aimed to help the learners understand how the dictionary explains meaning (McCarthy, 1992). In terms of developing dictionary skills thanks to exercises and guidance, the aim of the workbooks is to encourage the learners to learn how the dictionaries can be made use of properly and to discover the fruits of these profitable tools in spite of the fact that many learners are not aware of these supplementary materials.

Generally speaking, learners need guidance of some kind. It is usually very difficult for students to be able to use a dictionary efficiently because they are generally not taught how to use a dictionary systematically. In most of the student's books that are centred on integrated skills such as reading, writing, speaking, vocabulary...etc., dictionary use which has an important and facilitating function in strengthening these skills is often ignored or not given the emphasis it deserves. Only a few of the course books ( e.g. New Headway) have sections including instructions and tips about dictionary use both for students and teachers.

Many researchers state that dictionary skills should be integrated into the English syllabus and taught explicitly, in class. In this case, teachers play an important role in bridging the gap between the lexicographers and unskilled learners of English. At this point Bejoint's (1994:168) words need to be considered:

The most efficient way to educate dictionary users is, no doubt through the educational system, in class, as part of the normal curriculum. This is not much practised in educational establishments, but some experimental results indicate that it works.

Scholfield (1982) offers a number of dictionary use strategies to teach second language learners. In his article, he gives seven steps to ease the learners' burden of using a dictionary efficiently. He claims that looking up a dictionary is not a passive activity but it is a complicated and complex skill which requires the participation of the learner actively. He presents some strategies to fit the unknown words in a context while reading in a second language. These strategies can be summarised as follows :

- ◆ Locate the word(s) or phrase you don't understand;
- ◆ If the unknown is inflected, remove the inflections to recover the form to look up (the canonical form);
- ◆ Search for the unknown in the alphabetic list;
- ◆ If you can't find at least one main entry for the unknown, try the following procedures: a) If the unknown seems to be a set phrase, idiom, or compound word, try looking up each main element. b) if the unknown seems to have a suffix, try the entry for the stem. c) if the unknown appears to be an irregularly inflected form or spelling variant, scan nearby entries. d) if there is an addendum, search there;
- ◆ If there are multiple senses or homographic entries, reduce them by elimination;
- ◆ Understand the definition and integrate it into the context where the unknown was met;
- ◆ If none of the senses entered seems to fit, attempt to infer one that does from the senses you have. If more than one fits, seek further contextual clues in the source text to disambiguate.



## 2.3 Dictionary Types in Second Language Learning

There are a number of types of dictionaries recognised in the literature such as **monolingual, bilingual, semi-bilingual or bilingualised , and electronic dictionaries**. These are described, compared and contrasted below.

### 2.3.1 Types of Learner Dictionaries

#### 2.3.1.1 Monolingual Dictionary

A *Monolingual* dictionary is one that uses only one language. The definitions of all the words are in the same language as the words that are defined. Historically, it is known as the outcome of the Direct Method in foreign language teaching. This method advocates the complete use of the target language without the use of the mother tongue . In other words, translation in L1 (mother tongue) is not used. (Nakamoto :1995).

Since most of the learners do not have a large number of vocabulary in the target language, the learner's monolingual dictionaries use a limited, basic vocabulary to explain meanings and to give example sentences showing how the word is normally and naturally used. Some of them also reminds specific possible problems about the grammatical use of a word, its spelling, or its pronunciation.

Most of the professionals and teachers accept the superiority of monolingual dictionary and support the use of these dictionaries rather than the others. According to them, if you are looking up an English word , it is often best to use



a good monolingual dictionary. The main reason of this is that you will not have to keep switching between two languages in your mind and you will get extra reading practice in this way.

Baxter(1980 in Gu, unpublished) strongly supports the use of monolingual dictionaries for another reason and states that they encourage "conversational definition." By this term he means that the definitions are also usable and helpful in daily life conversations. Also, he claims that it "not only demonstrates that definition is an alternative to the use of lexical items, but it also provides the means to actually employ definition."

There are also arguments against the superiority of monolingual dictionaries. For one thing, unfamiliar words in a definition discourage learners to use the dictionary more often and it is like a vicious circle when learners start searching for the definitions.

Secondly, the structure of sentences or phrases used in the definitions might be too complex for lower level learners to understand and infer meaning easily.

Next, there is no supply of a translation equivalent in the learners' L1. Although it is considered as a negative feature sometimes learners might need to understand the L1 equivalent for complicated words. Also, it might be demanding, in some cases, for learners to understand and fit the meaning into a context without getting its L1 translation.

Finally, monolingual dictionaries are viewed as the ones which are targeted on anonymous users regardless of the L1 and are used by all learners with different language backgrounds. So it might be difficult to handle them for learners (Nakamoto, 1995).

Owing probably to the negative sides stated above, researchers (Nakamoto,1995;Kernerman,1994) have observed that monolingual dictionaries are not frequently used by learners although they are encouraged by most of the educators.

### **2.3.1.2 Bilingual Dictionary**

A *bilingual* dictionary gives translations and explanations of words in a different language and most of the learners are familiar with bilingual dictionaries. Apparently, bilingual dictionaries remain the choice of most learners if given a choice. Foreign language learners opt to and tend to use them rather than the other types of dictionaries.

It is argued that bilingual dictionaries are especially useful for beginner and elementary level learners of English because of their restricted vocabulary and linguistic knowledge that makes it difficult to use monolingual dictionaries.

Furthermore, it is widely acknowledged that the vital element in the acquisition of a new language is one's native tongue (Kernerman,1994). If the case is really as it was stated then bilingual dictionaries can be considered useful to some extent.

Finally, bilingual dictionaries can be appropriate for helping learners as it seems to be a psychological need to have a better understanding of the meaning of a word in the second language since learner feels confident due to the confirmation of his guess in mind.

However, in the literature, it is mostly the deficiency of these dictionaries that has been argued so far. For example, Baxter(1980 in Gu unpublished) argues in favour of monolingual and against bilingual dictionaries saying that bilingual dictionaries encourage translation and foster one-to-one correspondence at word level between two languages. However, this correspondence is not always possible because of the difference in nature and culture of the languages.

The uniquely unsatisfying factor about the bilingual dictionary is an overall lack of translational equivalence that is readily usable; either there are too few equivalents (exemplified or not) or there are too many partial equivalents without any sense or usage discriminations. Quite often there isn't an exact translation of a word from one language into other. Sometimes a translation of a word has to be met by more than one word or by a phrase to give the meaning. In addition, Nakamoto (1995) states that simple translations given by bilingual dictionaries might not cover the same semantic area as the L2 word translated. Also, according to him, a translation is expected to convey the same meaning and message with the same aesthetic of an L2 lexical item. So, the difference in semantic range causes trouble for learners in this sense.

Another counter argument, which might be considered as a different explanation why the encouragement of translation by the bilingual dictionary seems a negative side, is to know a word in English only can improve fluency. Because you do not have a translation of the word in your head, you can avoid the problem of thinking in your first language and then translating it into English. Thinking in L1 can also lead to many mistakes in students' productions that bilingual dictionaries are thought to be responsible for. In fact, these dictionaries have drawbacks such as incorrect lexical translations. Scholfield (?) points out that the learners should start thinking in the second language and "they will not be efficient comprehenders and users of English

if they operate always via an extra step of translating into their first language.”

Another negative side of bilingual dictionaries is again described by Baxter(1980) as the failure to explain sufficiently the syntactic behaviour of words, in other words, according to him bilingual dictionaries fail to explain grammatical arrangement of words or grammatical rules and grammatical relationship between words sufficiently.

In spite of their shortcomings, bilingual dictionaries are still popular among learners because of the fact that it takes shorter to find out the new words. It is the easiest way for learners. Atkins(1985 in Nakamoto 1995) , who also argues against bilingual dictionaries, stresses this point with a good analogy : “ Monolinguals are good for you (like wholemeal bread and green vegetables) ; bilinguals (like alcohol, sugar and fatty foods) are not, though you may like them better.”

### **2.3.1.3 Semibilingual Dictionary**

This is a new type of dictionary which has appeared recently in the market. It is also named “bilingualised”, “mono-bilingual”, “glossed”, or “translated” dictionary in the literature.

In a semibilingual dictionary the definition of the words is given in the second language and also a translation equivalent is supplied in the users’ mother tongue. Example sentences are presented as well. Semibilingual dictionaries are different from monolinguals because they supply translation equivalents and also from bilinguals because they provide semantic equivalents. Semantic

equivalent is different from translation equivalent in that different meanings of a word are presented and treated separately with L1 equivalent. Also, it is possible to see the synonym in L1 of the word for each different meaning.

Semibilingual dictionary was a natural progression in dictionary development since it contains the advantages of the monolingual learner's dictionary, such as having no need to keep switching between two languages, combined with the native tongue translation found in the bilingual dictionary. The ambiguity (more than one meaning) of the bilingual dictionary is thus automatically eliminated in that for each of the meaning there is an example sentence in the L2. Learners are encouraged to read the definitions and examples of usage in English, since only the headwords are translated.

Besides, as they are also designed for learners of a foreign language like the others, the foreign language section is much longer than the section listing words in the user's native tongue. There is more room for the information the learner needs to know, and less emphasis on information the learner already possesses. Semibilingual dictionaries are not widespread among the learners as they have appeared recently. Because it is the combination of the best sides of mono- and bilingual dictionaries, it is the favourite one according to many researchers in this field (Koren, 1997).

#### **2.3.1.4 Electronic Dictionary**

Electronic dictionaries are usually bilingual dictionaries. They are seen as high-tech gadgets. The Electronic Oxford Student's Dictionary is one of the examples of this kind.

According to many researchers (Yonally&Gilfert, 1995 ; Koren, 1997), the main advantage of this dictionary is speed. It is accepted as a great time-saver for learners.

On the other hand, there are some shortcomings about electronic dictionaries. Firstly, user of the dictionary can see only the entry of the word. On the contrary, a printed dictionary may allow the user to see a whole page with other words from the same family, phrases, idioms, phrasal verbs related to the same word. Secondly, electronic dictionaries usually provide limited or less information than printed dictionaries. Steiner ( in Koren, 1997) expresses :

Types of information such as varieties of word meanings, word families, parts of speech, tense, usage, idioms etc. are not available yet in most electronic dictionaries. All these are benefits of the print dictionaries as a learning tool.

To sum up, while printed dictionaries help learners learn about words in a detailed way, electronic dictionaries help learners find words easily. Furthermore, the retention of words is expected to be greater in printed dictionaries because in electronic dictionaries it takes very short time to find and see the meaning. In printed dictionaries, the learners have to think about the word for a longer time.

### **2.3.2 Researches on Dictionary Types in Second Language Learning**

In this section of the study, the researches that were conducted and research findings will be presented about dictionary use in Second Language learning.

Some of the studies have been dealt with comparing and contrasting the effectiveness of certain types of dictionaries on vocabulary learning or reading comprehension.

A study by Bensoussan, Sim, and Weiss (1984) revealed the results of four ( Pilot, N=900; Study1, N=91; Study2, N=670; Study3, N=740 ) experiments among advanced EFL students in Israel on the relationship between dictionary use and reading comprehension tests. Students read the texts in three conditions: monolingual, bilingual or no dictionary. Their reading comprehension was tested immediately after reading via multiple choice questions. In all four studies, it was found out that the use of bilingual dictionaries while reading had no effect on scores on a comprehension test. More surprisingly, using dictionary did not significantly slow down the reading speed of the dictionary users in contrast to Luppescu and Day's (1993) study results.

Like Bensoussan, Aust, Kelley and Roby (cited in Koren,1997) compared monolingual and bilingual dictionaries. Similarly, no significant differences were found in reading comprehension.

As a different study from the studies mentioned so far, Laufer&Melamed (1994, cited in Koren,1997) in their study compared the three types of dictionaries: monolingual, bilingual and semibilingual dictionary. Their study revealed that the semibilingual dictionary is more appropriate than monolingual and bilingual dictionaries regardless of proficiency levels of learners as a tool in comprehension.

As it was seen so far, the researchers usually designed their studies in order to find out the effectiveness of dictionary use either on reading comprehension or on vocabulary retention. These two important issues have not been considered together in the same study under three different conditions



: Monolingual, Bilingual and Semibilingual Dictionaries. Also the effect of using a dictionary on comprehension and vocabulary retention in contrast to not using a dictionary is often not included in other studies. In the light of these studies and findings mentioned above, the present study aims at comparing and contrasting three types of dictionary in terms of both reading comprehension and vocabulary retention.

There is one research question and seven hypotheses guiding the study four of which are related with vocabulary retention and three with reading comprehension. More specifically, the following research question and hypotheses will be addressed in the present study.

- Research Question : Do the use of some dictionary types lead to better comprehension and vocabulary retention in a second language compared to non-use or use of other types?

For *vocabulary retention*, the hypotheses are as follows :

H<sub>1</sub> : The group that does not use a dictionary will be less successful than other dictionary type groups in vocabulary retention.

H<sub>2</sub> : Monolingual dictionary will be more effective than other dictionary types in vocabulary retention.

H<sub>3</sub> : Bilingual dictionary will be the least effective dictionary type.

H<sub>4</sub> : Semibilingual dictionary will be more effective than bilingual but less effective than Monolingual dictionary in vocabulary retention.

For *reading comprehension*, the hypotheses are as follows :

H<sub>5</sub> : Non-use of dictionary will be less effective than dictionary use in reading comprehension.

H<sub>6</sub> : The Semibilingual dictionary will be more effective than Bilingual and Monolingual dictionaries in reading comprehension.

H<sub>7</sub> : The Monolingual dictionary will have the least effect on reading comprehension.



### **3.0. Methodology**

In this chapter the aim is to describe the methodological procedure of the study. First, the participants who contributed to the study are described. Then, the materials used to collect data, the way the data were collected and also how the scores were given are explained and presented.

This study was conducted at the English Language Teaching Department of Education Faculty at Uludağ University in Bursa, Turkey. The study was carried out during the first term of 2001-2002 academic year, before the visa exams.

### **3.1. Participants**

The participants were 88 fourth year students studying in the English Language Teaching Department and they were all native speakers of Turkish. Because the gender and age were not considered as variables, they were not taken into consideration in the present study.

In the study four groups of students who had the same proficiency level in English were used. Each class was treated as one group. One of the groups was Bilingual Dictionary Group consisting of 28 students, another group was Monolingual Dictionary Group of 23, and other group was Semibilingual Dictionary Group of 17 and the last group was No Dictionary Group of 20 participants. Since one of the requirements is to maintain homogeneity in terms of proficiency across the groups and among the students within groups, a cloze test was used. The passage (App. I) in the cloze test was drawn from *Intermediate New Headway English Course Book* by Liz & John Soars ( 1996 ).

The passage was 285 words long and the heading was "Living in the City". The cloze test was prepared according to the seventh-word deletion technique. The first and the last sentences were full sentences and starting from the second sentence every seventh word was removed from the cloze passage at regular intervals. The text included 36 blanks. The cloze test was piloted with 20 night class students at the same department before it was applied to the participants for the main study. The participants were asked to reconstruct the passage by filling in the missing words. Clarity of the instructions as well as the average time they needed were observed and checked throughout the pilot administration. The results of the pilot study revealed that it was suitable for the proficiency level of the participants. In order to achieve the reliability of the cloze test the participants in the pilot study were excluded from the cloze test as well. The cloze test was applied to the participants in their usual class hours.

The participants were instructed that each gap should be filled in with only one word. They were also reminded that the words to be put in the gaps could be grammatical (i.e. the, is, that...) as well as lexical ( i.e. city, although ... etc). The participants were allowed to guess if they were unsure and also they were asked to fill in every gap as much as possible. Instructions were given orally in Turkish to avoid any misunderstanding by the participants.

The exact word method was used in the scoring of the cloze passage since it was considered to be quicker, more objective, easy to judge and evaluate in contrast to the synonym method. The exact word method requires that the correct answer should be exactly the same as the original word in the passage. Any word is not acceptable as a correct one if the word is different from the original word eventhough that alternative word might be quite appropriate in the context. For that reason, this method has been preferred to synonym method, since all answers in the latter which are synonymous to the original word are accepted as correct, which might cause difficulty in deciding the synonyms and in scoring all answers reliably. Because the total number of gaps in the passage was 36, the maximum score was 36 points.

The cloze test scores were established and listed according to groups. Mean score of each group was calculated to see if the groups were equal in proficiency. As it can be seen from Table 3.1 below, Bilingual group had 15,75; Monolingual group had 17,56; Semi-bilingual group had 16,17 and No Dictionary group had 16,35 mean score. Taking these results into consideration, any confounding proficiency difference among groups was not established.

**Table 3.1 Descriptive Statistics for Cloze Test**

GROUP	MEAN	STD.DEV.
NO DICTIONARY	16,35	3,787445
MONOLINGUAL D.	17,56	2,272885
BILINGUAL D.	15,75	3,647678
SEMIBILINGUAL D.	16,17	3,186599
OVERALL	16,44	3,307456

**Table 3.2 ANOVA for Cloze Test Scores**

Effect	Df Effect	MS Effect	Df Error	MS Error	F	p-level
1	3	14,59772	84	10,80860	1,350564	,263593

After performing the cloze test, one-way ANOVA was performed on the cloze test scores and it was seen that there was no significant difference in

terms of proficiency between the groups statistically (  $F_{.05}=1.35$  ,  $p<.263593$  ). Therefore, there was no need to make elimination among the participants.

## **3.2. Materials**

In the present study a cloze test ( see 3.1. participants section ) a vocabulary test (as a pre vocabulary and post vocabulary test ), a reading passage, glossaries, and a reading passage test were used. These instruments were described below.

### **3.2.1. Reading Passage**

In order to have a task to be studied on with vocabulary and dictionaries a reading passage was chosen and given to the participants (Appendix II ).

The reading passage used in the study was 429 words long and the title was "Into the Clouds of Everest". It was chosen from the Newsweek ( April 30, 2001 ) since authenticity is believed to be one of the most important features of reading activities and vocabulary learning. Furthermore, it was intended to attract the participants' or learners' attention and be interesting as well as challenging. Before using the passage for the main study a pilot study was conducted and the results seemed to indicate that it contained a sufficient number of unfamiliar vocabulary to be used for the vocabulary test in the next step and it was not particularly easy or difficult for the learners.

### 3.2.2. Vocabulary Test

In order to check the participants' vocabulary knowledge a 25 word multiple-choice test was prepared (Appendix III). 17 of these words were taken from the reading passage. (The selected words were underlined in the reading passage available in Appendix II.) During the selection procedure, the reading passage was given to a group of students and they were asked to underline the unknown words in order to choose the items for the vocabulary test in the next step. Those who participated in this part of the study were excluded from the main data for the reliability of the study. Then most frequently underlined 17 unknown words were chosen to be used in the vocabulary test. Moreover, in order not to discourage the students by presenting them with unfamiliar words throughout the test, 8 extra words, supposed to be known by the learners, were added to increase their motivation positively. The extra words were not from the passage.

The students were expected to choose from four alternatives and circle the correct definition of the words listed. In four choices all the definitions for a given word were in the same type according to their word class. Although the class of the words were not written next to them such as adjective, noun, verb.... etc. The students could understand the class of the word thanks to these congruent options.

In addition, length of choices were proportioned and long options were eliminated because they are commonly perceived as correct answers by learners. The definitions were prepared in such a way that they did not include unknown words to maintain the clarity of the choices. In the pilot study, it was tested to make sure of its reliability and clarity and after positive reactions and the students' positive oral confirmations this critical side of the test was supposed to be eliminated safely. Also, the definitions in the test were not

identical to any of the definitions in the glossaries to be provided to the participants for the reading of the passage. An example of a vocabulary test item was provided below:

*nag*

- a) to be angry with someone
- b) to be surprised
- c) to cause worry continually
- d) to arrive

Moreover, to form the vocabulary test two different test formats, Form A and Form B, were developed. In order to prepare these forms, random numbers table was used and the words were randomised for Form A first. After that, this form was counterbalanced by dividing into two parts and the first 12 words were placed at the end and the other half, 13 words, was placed in the beginning to make Form B. Therefore, two different forms with the same words were made. The main reason of this formation was to prevent boredom and fatigue to effect responses on the part of participants and was to prevent cheating and talking to some extent since they did not feel like in the exam atmosphere. Also, the same vocabulary test was used both as a pre-test and as a post-test.

In order to test the appropriateness and reliability of the vocabulary test items an Item Analysis was on the scores obtained in a pilot study including 20 students. The students who participated in piloting were excluded from the main study in order not to affect main study results.

As it can be seen from the table below, the highest score is 80% and the lowest is 35%. According to the Item Analysis rules, the item percentage between 0.15 and 0.85 is considered acceptable, that is, not too easy or too difficult for the participants and conditions. (Oller, 1979). Therefore, considering the results of pilot study, the results show that there is no problematic item in the vocabulary test to be excluded or corrected.

**Table 3.3 The Results of Item Analysis on Vocabulary Test**

Items	Students who answered correctly	I.F. % (Item Facility)
Nag	11	.55
Exploitation	9	.45
Audience*	16	.80
Insatiable	10	.50
Canister	9	.45
Employ*	15	.75
Invisible*	14	.70
Reduce*	15	.75
Innocent*	16	.80
Consequence*	15	.75
Expedition	13	.65
Amuse*	14	.70
Elevation	8	.40
Track	12	.60
Gruesome	7	.35
Discard	9	.45
Corpse	13	.65
Imply	14	.70
Companion	15	.75
Goggles	11	.55
Solution*	16	.80
Outraged	8	.40
Enthusiast	10	.50
Controversial	11	.55
Vanish	13	.65

\*Non-target words used as facilitators in the vocabulary test

After the main data had been collected, the same Item Analysis was also made on the main data with 88 students since the number of participants was not so many. Table 3.4 shows the results of item analysis made by using whole data

gathered from vocabulary test. As it can be seen below the highest percentage is 84 and the lowest percentage is 38, which are accepted as normal values.

**Table 3.4 The Results of Item Analysis on Vocabulary Test**

Items	Students who answered correctly	I.F. % (Item Facility)
Nag	40	.45
Exploitation	45	.51
Audience*	60	.68
Insatiable	70	.79
Canister	74	.84
Employ*	35	.39
Invisible*	62	.70
Reduce*	63	.71
Innocent*	59	.67
Consequence*	69	.78
Expedition	34	.38
Amuse*	49	.55
Elevation	47	.53
Track	59	.67
Gruesome	45	.51
Discard	53	.60
Corpse	63	.71
Imply	70	.79
Companion	72	.81
Goggles	61	.69
Solution*	70	.79
Outraged	46	.52
Enthusiast	55	.62
Controversial	60	.68
Vanish	71	.80

\*Non-target words used as facilitators in the vocabulary test.



### 3.2.3. Glossaries

Three types of glossaries which are Bilingual, Monolingual, Semibilingual (App. IV, V, VI ) were prepared and each of them was a sheet of paper long. Only the definitions of the 17 target items were included in the glossaries and other 8 words excluded as they were not target items but external facilitating items.

The glossaries were formed with dictionary extracts by making use of widely-used learner dictionaries chosen to fulfil the researcher's purpose. The extracts were cut and pasted alphabetically. Each glossary was prepared in order to represent a type of dictionary to be tested in the study because it was demanding and hardly ever possible to afford and provide all the participants with the dictionary types needed. The second reason for using dictionary extracts instead of the usual single definitions in the preparation of the glossaries was to achieve a close representation of the dictionaries without degenerating their special features and originality such as word meaning orders, the format of the page, example sentences and abbreviations. A sample item of each glossary is presented under its heading.

Also the number of senses given for the same words in different dictionary extracts was equated and the same senses for a given word were presented to learners across the dictionary extracts. Besides, the senses which are not included in every dictionary were excluded. Some of the words were polysemous originally and they were not changed not to make the task too easy for the learners. All illustrations were removed because not all dictionaries had illustrations for each word.

### 3.2.3.1. Monolingual Glossary

In order to form a Monolingual Glossary, Collins Cobuild Essential English Dictionary (1990) was used (App.VII). The definitions in this dictionary are given in English and it also contains example sentences to show the usage of the words in context. It was observed that it has been preferred by the majority of Foreign Language Learners in Turkey and in wide use due to its carefully controlled defining vocabulary.

**nag** /næg/, nags, nagging, nagged. 1 If someone **v+oor v** nags you, they keep complaining to you in an irritating way. *eg He used to nag me endlessly about money... Daddy, you don't have to nag at me.*  
 2 If a doubt or suspicion **nags** at you, you keep **v+at** thinking and worrying about it. *eg Something that she had said had been nagging at him.* ◊ **nagging.** ◊ **ADJ** CLASSIF: ATTRIB  
*eg I have a nagging suspicion that one of the wheels is loose... She had a nagging sense of inadequacy.*

### 3.2.3.2 Bilingual Glossary

In the formation of the Bilingual Glossary, Longman-Metro, English-Turkish Dictionary (1998) was preferred (App.VIII) because the dictionary users can easily find Turkish translation equivalents of English words. In this dictionary the senses are numbered and there are translation equivalents and Turkish explanations for each different sense.

**nag** / gg- 1 [T1 (of ile);3; IØ (at, for ile); V3] dırlatmak, dırdırlanmak, dırdır etmek, başının etini yemek; durmadan kusur bulup yakılarak (birisini) rahatsız etmek veya inandırmaya çalışmak: *His wife nags (at him) all day. | She kept nagging (her husband) for a new car to go. | I wish you'd stop nagging (at me). | The children are always nagging me for new toys. | He's been nagging me all week to mend his shirt*  
 2 [Wv4;T1; IØ (at ile)] aralıksız rahatsız etmek; hiç rahat vermemek: *a nagging headache / nagged by worries/doubts*

### 3.2.3.3. Semibilingual Glossary

In order to prepare this type of glossary, Metro Collins Cobuild Essential Dictionary (1994) was chosen (App.IX). As it was mentioned in earlier parts of the present study, this dictionary includes from English to English and Turkish definitions. Multiple senses are treated separately and for each one a translation equivalent is provided. Besides, there are example sentences to indicate the usage of words for learners. In addition to these features, another reason to choose this dictionary was its popularity among the similar types and among learners since there are only few ones in this sense.

**nag** /næg/, **nags**, **nagging**, **nagged**. 1 If someone **v+o** OR **v** **nags** you, they keep complaining to you in an irritating way. \* dırlanmak, dir dir etmek, hiç rahat vermemek ...in basının etini vemek. EC *He used to nag me endlessly about money... Daddy, you don't have to nag at me.*  
 2 If a doubt or suspicion **nags** at you, you keep **v+at** thinking and worrying about it. \* bevnini kemirnek, devamlı rahatsız etmek. EC *Something that she had said had been nagging at him.* ■ **nagging**. EC *I have a nagging suspicion that one of the wheels is loose... She had a nagging sense of inadequacy.* ■ ADJ CLASSIF: ATTRIB = niggling

### 3.2.4. Reading Comprehension Test

The Reading Comprehension test (App.X) was prepared by the researcher as a multiple-choice test with 4 alternatives containing one correct answer and three wrong answers that are distractors. The reading comprehension test was based on the reading passage which was described before. In the test inference questions with closed responses were employed as an example of a test item could be seen below:

**30 years later two climbers .....**

- a) got lost in Mount Everest, too.
- b) could not succeed in reaching the summit.
- c) found out something about Mallory and Irvine.
- d) were believed to manage to reach the summit.

In the preparation process, special care was taken in order not to include target words chosen for the vocabulary test. In the pilot study, the test structure and the reliability of the items were tried out. This part of piloting was administered informally since the participant number was not so many. As a result of piloting except some words no remarkable change was needed.

Later an item analysis was performed on the main data again because of the reason explained above. Total number of the students who answered the questions was 88 as it was stated before. As it can be seen from the Table 3.5, the lowest percentage is 0.38 and the highest is 0.85, which were considered normal according to Item Analysis rules (Oller, 1979).

**Table 3.5 The Results of Item Analysis on Reading Comprehension Test**

Questions	Students who answered correctly	I.F. % ( Item Facility)
Q1	34	.38
Q2	59	.67
Q3	58	.65
Q4	71	.80
Q5	60	.68
Q6	72	.81
Q7	75	.85

### 3.3. Data Collection Procedure

In the present study, there were four different classes that mean four groups and each one represented different experimental conditions. Three of them were experimental groups named according to dictionary types they represent and one was the control group which is named *no dictionary group* as a dictionary was not used.

Whole data were gathered during usual class hours in two sessions. It took two weeks to collect the data.

During the first week, first of all the cloze passage and the vocabulary test were administered. The cloze passage took 15 minutes for participants to complete. In order to eliminate any anxiety over the tests, the participants were not informed of the real purpose of the tests and they were told that they were taking these tests to contribute to a Master's Degree Study and the results would not affect them or their course grades in any way. Also it was explained that the scores of the task with the name of the participants would not be revealed to third parties and they would be accessible only by the researcher to interpret the results.

The participants were asked to write their names and classes because of the next steps of the study. Since there were two steps to collect the data the researcher had to find and use the same participants to follow the improvements or any changes on the participants.

The Vocabulary Test was used as a pre-test at this stage. Its function was to determine how many of the words the test takers were familiar with prior to the experiment. In both of the tests (i.e. vocabulary and cloze ) instructions were written in Turkish and also they were given orally in order not to cause any misunderstanding on the part of the participants.

It is important to indicate here that the participants in general were willing to take part and contribute to the study except a small group which was excluded later for the sake of the reliability of the results.

The Vocabulary and The Cloze Test were given to the participants in groups interchangeably, within a group, for example, half of the participants took The Cloze Test first and the other group took The Vocabulary Test first or vice versa. The purpose was to prevent focus on specific items and to balance fatigue and inattention across the two tests.

Secondly, the Reading Passage with Glossaries, Reading Comprehension Questions and Vocabulary Post-Test were given to the participants a week after The Cloze and The Vocabulary Pre-Test. The reading of the passage completion of the comprehension test took 25 minutes altogether, 10 minutes for the passage and 15 minutes for the questions. As usual the participants were reminded that there would be no negative effect or critical view due to the results of the task.


The students were also reminded to make use of the glossaries while they were reading the passage. Because of the fact that the glossaries replaced dictionaries it was an essential requirement of the procedure.

After the participants completed the task of reading and answering the questions in front of them, The Vocabulary Post-Test was handed out in the rest of the class hour. It was the same version of the Pre-Test and the participants took the Vocabulary Post-Test with no reading passage and glossary before them. It was mentioned before that the Vocabulary Test was prepared in two different forms ( A and B ). In the dictionary groups half of the participants took the Test A and the other half took the Test B in order to prevent inattention and fatigue.

### 3.4. Scoring

In the Vocabulary Test, as indicated before, there were 25 items. However, 17 of these items were target words. The other 8 items were out of text and their only function was to increase the motivation of the participants positively. Therefore, the test was scored out of 17.

As for the Reading Comprehension Test, there were 7 questions. Therefore, the scoring was made out of 7 according to the answers marked correctly.



## **4.0. Results**

The aim of the study was to investigate the effect of dictionary use, by focusing on the specific dictionary types explained before, on vocabulary retention and reading comprehension.

In this chapter, the results obtained from the data analysis will be presented in the form of tables and figures for the main data collection materials.

### **4.1. Vocabulary Test**

As it was explained before, the vocabulary test which was used for the present study, had two functions as pre-test and post-test. Therefore, two sets of scores were appeared for tests. The comparison of groups was made on the basis of gain scores. The gain scores were computed by subtracting post--test scores from pre-test scores to determine gains in vocabulary as a result of dictionary use. Then three types of scores were recorded. These were minus scores which show vocabulary loss, plus scores which show vocabulary gain, and zero scores which indicate neither loss nor gain in terms of vocabulary. In the study the gain scores were expected to reveal meaningful results about vocabulary learning.

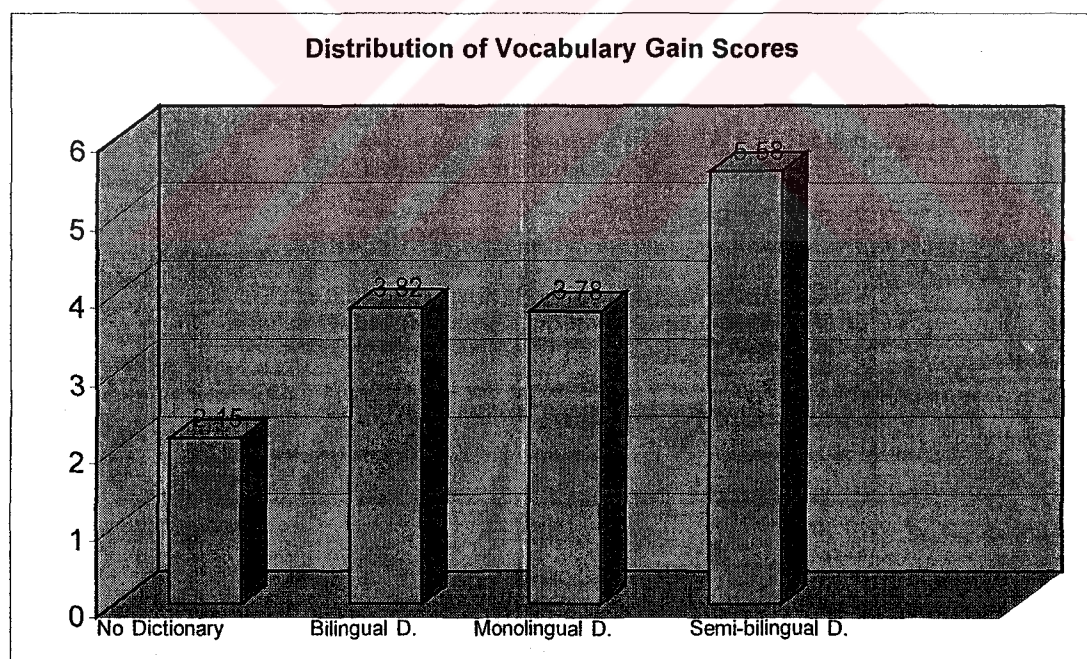
Table 4.1. shows the basic statistics for vocabulary gain scores in each dictionary group. In the table the means indicate the average vocabulary gain of each dictionary group. The overall mean score 3.77 indicates that by using a dictionary a learner gained 3.77 words on the average. According to the results showed on the table, the minimum gain is -1, which means vocabulary loss and the maximum gain is 9, which means students learned 9 words.



**Table 4.1. Vocabulary Gain Scores of Dictionary Groups**

	No Dictionary Group (N=20)	Bilingual Dictionary Gr. (N=28)	Monolingal Dictionary Gr. (N=23)	Semi-bilingual Dictionary Gr. (N=17)	Overall (N=88)
<b>Mean</b>	2.15	3.82	3.78	5.58	3.77
<b>Std.Dev.</b>	1.56	1.12	1.73	1.46	1.82
<b>Minimum</b>	-1	2	1	4	-1
<b>Maximum</b>	6	7	8	9	9
<b>Median</b>	2	4	4	5	4

Figure 4.1. shows the general picture of the dictionary effects on vocabulary retention according to the mean scores. Regarding the results presented in Figure 4.1. it could be seen that there were gain in all groups. The highest gain was in semibilingual dictionary group with a mean score of 5.58 and the lowest gain was in no dictionary group with 2.15 target vocabulary gain on average between pre and post-tests.

**Figure 4.1 Distribution of Vocabulary Gain Score Means**

One-way ANOVA was performed on the gain score results and the conclusion drawn from the statistics is that there was a significant difference among dictionary groups ( $F_{.05} = 16.85$ ,  $p < .00000$ ).

**Table 4.2. ANOVA for Vocabulary Gain Scores**

SS Effect	df Effect	MS Effect	SS Error	Df Error	MS Error	F	P
108,7667	3	36,25557	180,6878	84	2,151046	16,85486	0,000000

For the next step Post-hoc comparisons were made using Tuckey unequal samples HSD to see which differences are significant. Since the participant numbers in each group were not equal, Tuckey unequal samples HSD was used.

Table 4.3. shows the one-to-one comparison of each dictionary group. According to the results of the Tuckey HSD presented in Table 4.3 , the marked values show the significance of results.

H<sub>1</sub> suggested that non-use of dictionary would reveal less success than use of a dictionary. As the Table 4.3 shows below No Dictionary group has the lowest gain scores and No Dictionary group has also a significant difference from all other dictionary groups therefore H<sub>1</sub> is supported according to the results. It can be seen that the highest vocabulary gain scores are in Semi-bilingual dictionary group and it is statistically significantly different from all others. In contrast to these two groups, Bilingual and Monolingual groups are in between and nearly equal and as the results are not marked on the table, a non-significant difference is established between monolingual and bilingual dictionary groups.

When all these above are considered, H<sub>2</sub> which was suggesting that monolingual dictionary would be more effective than other dictionary groups was not supported since there was less vocabulary gain than both bilingual and semibilingual dictionary groups.

In the present study H<sub>3</sub> suggested that bilingual dictionary would be the least effective dictionary type since it was suggested to encourage translation in

L1. However, the results revealed the opposite of this hypothesis and showed that bilingual and monolingual dictionary groups have nearly equal mean scores. As a result,  $H_3$  was not supported.

The last hypothesis was about the superiority of semibilingual dictionary over bilingual dictionary but inferiority of semibilingual to monolingual dictionary group. According to the mean score of 5.58 of semibilingual dictionary group, it could be seen that it was more effective than both bilingual and monolingual groups but semibilingual dictionary was not less effective than monolingual dictionary group. This result can be interpreted that this hypothesis was half supported in that the first part revealed the expected results but the second part did not revealed the same.

**Table 4.3 Comparison of Vocabulary Gain Scores for Dictionary Types**

	<b>No Dictionary</b> (M=2.15)	<b>Monolingual Dictionary</b> (M=3.78)	<b>Bilingual Dictionary</b> (M=3.82)	<b>Semibilingual Dictionary</b> (M=5.58)
<b>No Dictionary</b> (M=2.15)	--	,003934 <sup>*</sup>	,003030 <sup>*</sup>	,000146 <sup>*</sup>
<b>Monolingual Dictionary</b> (M=3.78)		--	,999773	,004032 <sup>*</sup>
<b>Bilingual Dictionary</b> (M=3.82)			--	,003174 <sup>*</sup>
<b>Semibilingual Dictionary</b> (M=5.58)				--

T-test was performed between the pre and post-test scores for each dictionary group to see if there is a significant difference between them. Furthermore, it was necessary to see if the treatment, in other words reading

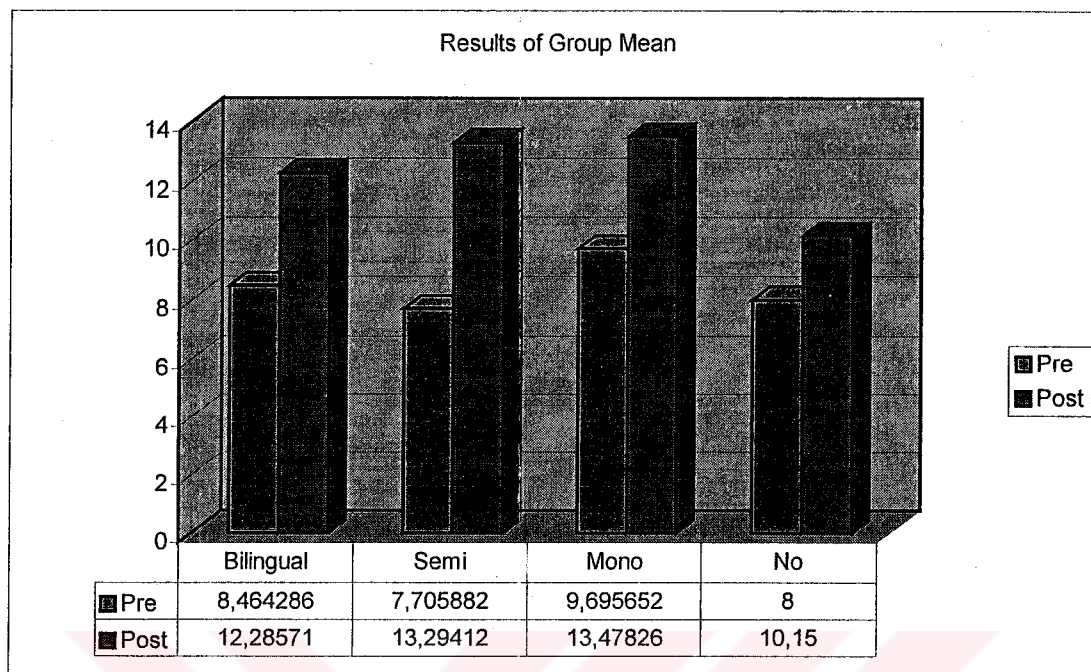
and dictionary use, had any effect. When Table 4.4 is examined it can be seen that probability values are smaller than 0,05 therefore, according to 0.005 level the difference of the pre and post test score means is significant for each dictionary group. Especially it can be said that in the tests which have higher t-values, the difference is more significant and remarkable.

According to the findings displayed in Table 4.4, there is a significant difference between pre and post-test score means of each dictionary group.

**Table 4.4 The Results of Dependent Samples t-test**

<b>Dictionary Groups</b>	<b>Pre-test Mean Scores</b>	<b>Post-test Mean Scores</b>	<b>t-value</b>	<b>df</b>	<b>Probability (p)</b>
No Dictionary	8,000000	10,15000	-3,28728	38	0,002183
Monolingual D.	9,695652	13,47826	-5,13463	44	0,000006
Bilingual D.	8,464286	12,28571	-6,71721	54	0,000000
Semibilingual D.	7,705882	13,29412	-9,16795	32	0,000000

As Figure 4.2 displays below, there is an increase in post-test scores of each dictionary group. The scores show the pre and post-test score means of each dictionary group. For instance, pre-test mean score of bilingual dictionary group is 8.464286 and the post-test mean score is 12.28571 therefore the increase of vocabulary learning of this group can be stated as 3.82.



**Figure 4.2 Distribution of Pre-test and Post-test Mean Scores**

Considering all these results, the sequence of significance among the dictionary groups can be stated as Semibilingual dictionary, Bilingual dictionary, Monolingual dictionary and No dictionary.

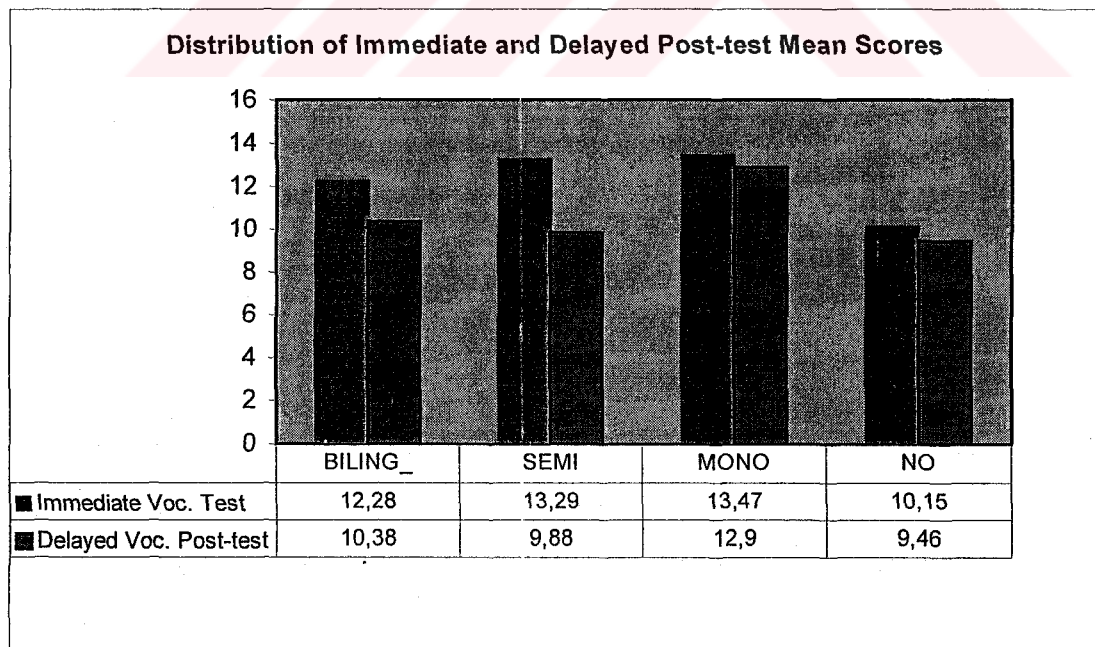
After main data collected, four weeks later delayed post-tests were given to the participants in order to see the long-term effects of the same dictionary types. The delayed post-test was the same of the previous vocabulary pre-and post-tests. This part of the study was conducted informally and statistical study was not performed on the delayed post-test results because there were participants loss, nearly half of the participants could not be reached. Below Table 4.5 shows the results of both immediate vocabulary test and delayed post test results.



**Table 4.5 The Results of Immediate and Delayed Vocabulary Tests**

	IMMEDIATE VOCABULARY TEST ( N=88 )				DELAYED VOC. POST TEST ( N=54 )			
	Bilingual	Semi	Mono	No	Bilingual	Semi	Mono	No
MEAN	12,28	13,29	13,47	10,15	10,38	9,88	12,90	9,46
STD.DEV	2,070197	1,928883	2,660649	2,158825	1,961535	2,260777	2,343269	1,761410

Figure 4.3 displays the distribution of Immediate Vocabulary test and Delayed Post-test scores for each dictionary group. According to the figure, each dictionary group still has vocabulary gain after four weeks. When the Figure 4.3 examined, it can be easily seen that for bilingual dictionary group vocabulary gain is 1.9, which is the difference between Immediate and Delayed post-test, for semibilingual dictionary group 3.41, for monolingual dictionary group 0.57 and for no dictionary group 0.69. After four weeks' period still semibilingual dictionary has the highest score in terms of vocabulary retention. Monolingual dictionary group has the lowest score.



**Figure4.3 Distribution of Immediate and Delayed Vocabulary Test Mean Scores**

## 4.2. Reading Comprehension

In addition to vocabulary retention, reading comprehension was also considered as a second dependent variable in this study. The reading test scores were calculated for each dictionary group and their mean was determined. Table 4.6 displays reading comprehension score evaluation for dictionary groups below. The highest possible score was 7 but the mean scores show that learners answered 5 out of 7 questions on average.

**Table 4.6 Reading Comprehension Scores of Dictionary Groups**

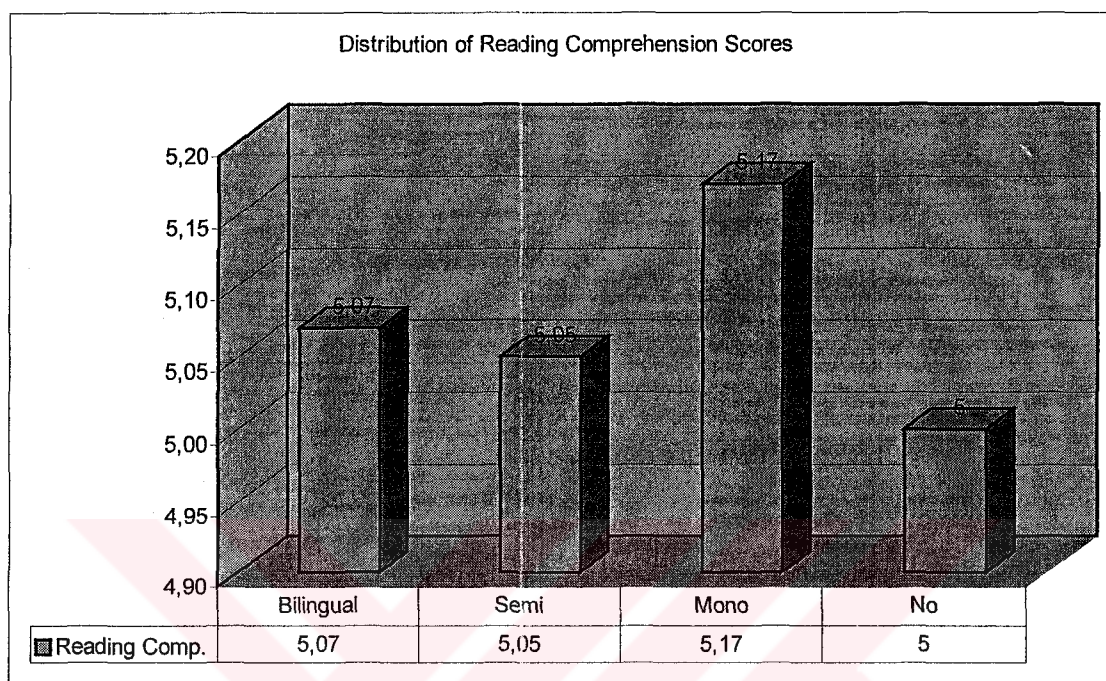
	No Dictionary Group (N=20)	Bilingual Dictionary Gr. (N=28)	Monolingal Dictionary Gr. (N=23)	Semi-bilingual Dictionary Gr. (N=17)	Overall (N=88)
Mean	5.00	5.07	5.17	5.05	5.07
Std.Dev.	1.16	1.41	1.11	1.02	1.19
Minimum	3	1	3	3	1
Maximum	7	7	7	6	7
Median	5	5	5	5	5

In the present study there were three hypothesis dealing with reading comprehension. the first one was concerned with the effectiveness of using a dictionary against not using a dictionary. Although there seems to be some difference between the groups, the results established no significant difference. Therefore the first hypothesis was not supported.

H<sub>2</sub> was about the effectiveness of semibilingual dictionary over bilingual and monolingual dictionaries. As far as the mean scores show, with a slight difference monolingual dictionary group can be accepted more successful with a mean score of 5.17. So H<sub>2</sub> does not seem to suggest a positive answer and it can be said that the second hypothesis was not supported in the way it was expected.

The third hypothesis was that monolingual dictionary would have the least effect on reading comprehension. The results displayed on Table 4.6 and

Figure 4.4 do not suggest any evidence to support this hypothesis. Monolingual dictionary group has answered more questions correctly than other groups.



**Figure4.4 Distribution of Reading Comprehension Scores**

As it is shown below in Table 4.7, One-way ANOVA was adopted to the results and the findings showed that there was no significant difference among dictionary groups in terms of reading comprehension. ( $F_{.05} = 0,076$ ,  $p < 0,973$ )

**Table 4.7 ANOVA for Reading Comprehension Scores**

SS	Df	MS	SS	df	MS		
Effect	Effect	Effect	Error	Error	Error	F	p
0,340515	3	0,113505	124,1027	84	1,477413	0,076827	0,972346

( $F_{.05} = 0.076$ ,  $p < 0,972346$ )



As for the tendencies, it could be easily seen also from the examination of means and statistics that all dictionary types have nearly same effect on reading comprehension.



## 5.0. Discussion

This study was undertaken with the intention of investigating the effect of dictionary types and use in terms of vocabulary retention and reading comprehension. In this chapter the results presented in the previous chapter will be discussed. There was one research question and seven hypotheses guiding the study four of which were related with vocabulary retention and three with reading comprehension. More specifically, the following research question and hypotheses were addressed in the present study.

For *vocabulary retention*, the hypotheses were as follows :

H<sub>1</sub> : The group that does not use a dictionary will be less successful than other dictionary type groups in vocabulary retention.

H<sub>2</sub> : Monolingual dictionary will be more effective than other dictionary types in vocabulary retention.

H<sub>3</sub> : Bilingual dictionary will be the least effective dictionary type.

H<sub>4</sub> : Semibilingual dictionary will be more effective than bilingual but less effective than Monolingual dictionary in vocabulary retention.

For *reading comprehension*, the hypotheses were as follows :

H<sub>5</sub> : Non-use of dictionary will be less effective than dictionary use in reading comprehension.

H<sub>6</sub> : Semibilingual dictionary will be more effective than Bilingual and Monolingual dictionaries in reading comprehension.

H<sub>7</sub> : Monolingual dictionary will have the least effect on reading comprehension.

The discussion of findings and their references with hypotheses will be presented both in terms of vocabulary retention and reading comprehension below.

### **5.1. Vocabulary Retention**

Firstly, the H<sub>1</sub> suggesting that dictionary users would be more successful than non-users of dictionary needs to be interpreted. Dictionary groups were more successful in understanding and learning vocabulary than no dictionary group. In the light of the findings, the results revealed that dictionary use facilitates vocabulary retention from reading. In fact, the result is not surprising because to use a dictionary may be better than never use it.

In relation to this, when the participants in groups were compared as dictionary groups and no dictionary groups then the matter in hand to be discussed turns into the discussion of dictionary versus context because for the non-users of dictionary the only material was the text itself.

In addition, it is possible to say that no dictionary groups had to support their vocabulary learning from context by guessing word meanings. In chapter 4 No Dictionary group's pre and post-test scores were displayed to show this. Although the dictionary groups revealed better results, it should be considered that guessing has also its own place because of the fact that dictionary might not be available or accessible whenever it is in need. On the other hand, one of the important points is not only to discuss if dictionary use is a facilitating factor on vocabulary retention but also to what extent different types of dictionaries facilitate vocabulary retention.

Secondly, in H<sub>2</sub> which is based on the effectiveness and superiority of monolingual dictionary, the results did not support the conclusion which was expected that monolingual dictionary would be more successful. This hypothesis was put forward due to the idea of mental effort. Since the definitions were in second language it was thought that the participants would make more effort and learn better in monolingual condition but the results indicated the opposite in that monolingual dictionary group was inferior to bilingual and semibilingual dictionary groups.

These results were contrary to the hypothesis that monolingual dictionary would be the most effective. There was less vocabulary gain than semibilingual dictionary and monolingual dictionary was nearly equal to bilingual dictionary in terms of effectiveness. This might be because of the individual differences in terms of mental effort among the participants. It is very difficult to guarantee sufficient mental effort on the part of participants.

Also, monolingual dictionary might mean new concepts in dictionary definitions, in other words, the definitions may include new words to the learner.

Dictionary definition may not have been elaborate enough to form the concept in mind for the word that is looked up or concept learning may not have been realised in a short time.

Furthermore, in monolingual dictionaries since the definitions are provided in L2, this type of dictionary may not reveal a successful result in vocabulary learning when there is a shortcoming in learner's language competence.

As for the H<sub>3</sub>, Bilingual dictionary was expected to be the least effective type since the mental effort was expected to be at a minimum level thanks to its translation equivalents.

Generally speaking, the findings showed that Semibilingual dictionary is more successful than all other dictionary types whereas bilingual and monolingual dictionaries give nearly equal results in terms of effectiveness in vocabulary retention.

Jacobs and Dufon (1990) reported that glossing in the target language had no effect on vocabulary knowledge tested approximately four weeks after students had read a passage. Glossing could be accepted as similar to bilingual dictionary but there is a difference. In glossing, the word meanings are given to learners as they appeared in the text therefore learners make less mental effort than a typical bilingual dictionary as they have to choose the appropriate meaning according to the context in the latter. The difference between the present study and the study mentioned above was that vocabulary knowledge was tested immediately in the present study not four weeks later. The evidence do not strongly go against this hypothesis but they indicate that bilingual dictionary is not worse than monolingual dictionary. The reason of this might lie under multiple alternatives for word meanings that bilingual dictionary provides when the amount of mental effort was considered in contrast to glossing. That is, choosing appropriate meaning among the other meanings may have required some effort on the part of participants.

In brief, according to the results, although there was not statistical significance, there is a slight difference between bilingual and monolingual dictionaries with the mean scores of 3.82 and 3.78 respectively. Also semibilingual dictionary is superior to all other dictionary types with a mean score of 5.58. Semibilingual dictionary seems to be more effective than bilingual and monolingual dictionary as well. So the last hypothesis can be accepted as a half supported one since the findings did not show a strong evidence completely against it. Semibilingual dictionary proves so superior because the participants might have an opportunity to cross-check each sense given for the words since

semibilingual dictionary is a kind of combination including both monolingual and bilingual dictionary features with L1 and L2 definitions and example sentences.

When the main study completed four weeks later a vocabulary delayed test was handed out to the participants in order to test long-term effects of dictionary types. This part of the study was conducted and calculated informally because of participant loss with respect to main study. When delayed post test results were interpreted, it can be stated that each dictionary group has gain in terms of vocabulary. The superior group is still semibilingual dictionary group with vocabulary retention of 3.41 words and the least successful group is monolingual dictionary group with 0.57 vocabulary retention. Bilingual dictionary group is in between 1.9 vocabulary gain. When the delayed post test results compared with immediate vocabulary test results, it can be seen that success order of dictionary groups do not change in terms of vocabulary retention.

## **5.2. Reading Comprehension**

The second variable of the study involving three hypotheses was reading comprehension. The first hypothesis was about the effectiveness of using a dictionary against not using a dictionary. This assumption was expected to give similar results like vocabulary retention. However, surprisingly, although there seems to be some difference between the groups, none of them reached significance. This means that the hypothesis was not supported. Similarly, the findings of the present study are very much in line with the research results obtained by Bensoussan, Sim and Weiss (1984 cited in Koren 1997). They reached the same results and they found no significant differences between the scores of dictionary users and non-users. In addition, they found no relationship between the use of a dictionary and reading comprehension scores.

It is interesting to see that there is no significant difference and this result might reflect some possibilities. Firstly, the group without dictionary may have compensated their deficiencies by guessing or inferring the meaning from the context itself because the participants who had to refer to the context itself without dictionary, may have more possibility to interpret or comprehend the text than the others since dictionary checks interrupt reading and therefore might interfere with overall comprehension of the text by dictionary users. On the other hand, one disadvantage might be that they had no chance to check or confirm the correctness of their predictions.

Another reason may have stemmed from differences in dictionary using skills of the participants in dictionary groups or differences in sense selection ability. Since the participants, for example, had to choose the correct definition from among the multiple meanings that dictionary provided they may have decided the wrong meaning or misunderstood some of the parts. It might be possible that dictionary users were not as successful as they should be if they were all equally competent in dictionary using.

When the tendencies are considered, monolingual dictionary with a mean score of 5.17 seems to have more effect than all others. Because the participants in monolingual dictionary group may have made use of the advantage of not to keep switching between two languages in their mind and they may have got extra reading practice by this way and understood better. In addition, monolingual dictionaries are richer with explanations and example sentences for the word that is looked up. When these are all taken into account, it could be interpreted that bilingual dictionary group answered 5.07 and semibilingual dictionary group answered 5.05 out of 7 comprehension questions correctly that suggest nearly equal effects whereas the group who did not use a dictionary answered 5 of the questions correctly on average because of the possible situations discussed above.



Therefore, the second hypothesis about the prediction that semibilingual is more effective than monolingual and bilingual dictionaries seem to suggest a negative answer with a mean score of 5.05 for semibilingual dictionary group.

Next, the third hypothesis which was put forward was that monolingual dictionary would have the least effect on reading comprehension. The results drawn from the study do not suggest any evidence to support this hypothesis.

Monolingual dictionary group did more questions correctly than all others. This may have stemmed from the possibility that the input in monolingual dictionaries is richer with examples and definitions in target language than bilingual dictionary and also the task being studied on was written in target language, so the mean score of 5.17 puts it in a more effective position than bilingual dictionary (5.07). The tendency is towards the superiority of monolingual dictionary but inferiority of bilingual and semibilingual dictionaries.

As a result, not only the first hypothesis but none of the hypotheses for reading comprehension were given support by the data.

In addition, obviously, the task with dictionary takes longer time according to the findings (15 minutes with dictionary and 20 minutes without dictionary using) and the researcher's observations but learning is faster.



## **6.0. Conclusion**

### **6.1. Summary and Conclusions**

This study has investigated the effect of dictionary use considering dictionary types on vocabulary retention and reading comprehension. There is one research question that the study has dealt with:

Research Question : Do the use of some dictionary types lead to better comprehension and vocabulary retention in a second language compared to non-use or use of other types?

Statistically, the results revealed a significant difference among groups in terms of vocabulary retention. In other words, the findings showed that dictionary use is a facilitating vocabulary learning technique regardless of different dictionary types.

While dictionary use is facilitative of vocabulary learning, it is not facilitative of reading comprehension because the results revealed no significant difference among dictionary groups in terms of reading comprehension. Explanation of why dictionary use is facilitative of vocabulary learning might be that during dictionary consultation, word learning is in focus of attention and this leads to concentrated mental effort. So extra input for word learning might be gained. As for the reason why dictionary consultation does not facilitate comprehension might be that while reading a passage , attention may be diverted from comprehension to vocabulary. This concentration might stem from the idea that if words are known, the passage can be understood better. As a result, these might reduce comprehension causing mental models to be less coherent. Garnham (1985) sees mental models as an essential element in text comprehension and describes the function of mental models :

The theory of mental models...explain how expressions...are assigned meaning, and hence how the information in sentences containing such expressions is incorporated into an overall representation of a text (171).

As for the effectiveness of dictionary types, it was seen that Semibilingual dictionary is the most effective dictionary type in vocabulary retention. The reason might be explained as the opportunity for multiple checks at the same time. The participants could check the meanings from the English definitions, from example sentences and confirm them with Turkish definitions in semibilingual dictionaries while Monolingual dictionary sometimes leads to vague understanding with L2 definitions, which do not allow confirmation. In Semibilingual dictionary the L1 supplement provides clear understanding by L1 equivalents. Also, in Semibilingual dictionary the learner has a chance to reduce the incorrect or incomplete learning caused by bilingual dictionaries due to a large number of L1 equivalents under the headword by checking the meanings of unfamiliar words in L2 definitions L2 example sentences as well as L1 equivalents. In that way, wrong sense selection possibility has been lessened in semibilingual dictionaries. If the understanding is correct then learner has an opportunity to confirm it with an L1 equivalent which a monolingual dictionary does not allow. In addition, it meets a psychological need on the part of the learner of not only being confident about the meaning but also knowing the translation of a new word in L1.

As far as reading comprehension is concerned, it was found that there was not a significant difference between dictionary types used during reading comprehension. However, the tendencies suggest monolingual dictionary to be a step further than other types.

## **6.2. Suggestions for Further Research**

The present study dealt with data gathered from 4<sup>th</sup> year ELT Department students who were advanced learners of EFL. Further research could investigate

the effectiveness of dictionary use at different proficiency levels in contrast to non-use of dictionary. Different proficiency levels should be considered because dictionary use might be more problematic or difficult in some proficiency levels than others as it was indicated in Kernerman's (1998) and Parry's (1991, 1993) studies.

Also, the appropriate type of dictionary to be used for different proficiency levels is still needs to be investigated because when learners make progress in language the tasks, activities and needs might change and might require to use a different type of dictionary for different needs.

In this study, the most commonly used and popular dictionaries were preferred. In further research, other commercial dictionaries might be included. In that way, factors in dictionaries that facilitate vocabulary learning and reading comprehension could be investigated or the most effective factor could be found out. Therefore, suggestions for optimal dictionaries for general language learning or optimal dictionaries for different purposes depending on the activity might be put forward ( Koren, 1997).

Since time was limited because of the exam terms during the collection of data for the present study, short term effects were able to be tested and long term effects could be tested informally because of the participant loss and no statistical study was performed so it remains for future studies to try to conduct longitudinal studies and assess long-term effects of dictionary use on vocabulary learning and on overall proficiency that is, better processing of input due to increased understanding of vocabulary.

A limitation for the study was that it was impossible to provide the participants with dictionaries themselves because of the cost. For that reason, the dictionaries themselves could not be employed, instead, dictionary-like glossaries were prepared by cutting and pasting dictionary extracts. Further research in this area may attempt to use dictionaries themselves instead of glossaries if it is possible to supply. The difference between using dictionaries themselves and

dictionary-like glossaries might lie under the time consumed or the effort that is made while using them.

This study was designed to explore the effect of dictionary use on vocabulary retention and reading comprehension. Alternatively, as a further step, effectiveness of dictionary use on grammar learning needs to be investigated since some dictionaries include short grammatical accuracy hints, explicit or implicit grammatical information. (Herbst, 1989). Similarly, Bishop (1998) indicates that dictionaries are not only used for meaning but also for grammatical information. In relation to this also the question "What grammatical information do learners consult dictionaries for?" should be considered.

Due to many other studies accepting guessing from context as an important word learning technique ( Knight, 1994) , it would be beneficial to compare and contrast dictionary use with guessing and with other vocabulary learning techniques like explicit teaching in terms of amount, accuracy, and long-term retention of learned words as further research.

### **6.3. Implications for Teaching**

In the present study since dictionary use was established as an effective and important factor in vocabulary learning and partially in reading comprehension, teaching students effective use of dictionaries while consulting them is suggested as a need in language courses. Also, awareness of information provided in dictionaries and training of dictionaries will help students use dictionaries efficiently to their advantage ( Kernerman, 1998).

Apparently, it was seen that the results suggest the use of dictionary as an effective word learning technique and for learners semibilingual dictionary is advisable due to its positive contributions explained before.

On the other hand, as it leads to interruptions, frequent use of dictionary is not recommended in reading activities for general understanding. As for detailed reading, more frequent dictionary use may be suggested because for this kind of reading activities general understanding is not the focus of attention but specific text items are the focus of attention. On the basis of the findings drawn from the present study, for reading comprehension guessing can be a basic strategy and dictionary consultation might be the last resort for confirmation of guessing. Hunt's study (1996), similarly, concludes that a dictionary is to be used if needed to check the guess.



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**APPENDICES**

## APPENDIX I

## THE CLOZE TEST

NAME / CLASS:

**Aşağıda verilen metni dikkatlice okuyunuz. Parçanın bütünlüğünü de dikkate alarak her boşluğa gelecek kelimeyi, gerekirse tahminde bulunarak, hiçbir seçeneği boş bırakmadan yerleştiriniz. Her boşlukta yalnızca bir kelime kullanılacaktır. Bu kelimelerin her tür kelime cinsinden ( isim, sıfat, zamir, edat, bağlaç,...vs.) olabileceğini de dikkate alınız.**

## LIVING IN THE CITY

Living in a city has both advantages and disadvantages. On the plus side, it is(1) ..... easier to find work, and there(2) ..... usually a choice of public transport,(3) ..... you don't need to own a(4) ..... . Also, there are a lot of (5)..... things to do and places to(6) ..... . For example, you can eat in (7)..... restaurants, visit museums, and go to (8)..... theatre and to concerts. What is (9)....., when you want to relax, you (10)..... usually find a park where you (11)..... feed the ducks or just sit (12)..... a park bench and read a (13)..... . All in all, city life is(14) ..... of bustle and variety and you(15) ..... never feel bored.

However, for every (16)..... there is a minus. For one (17)....., you might have a job, but (18) ..... it is well-paid, you will (19)..... be able to afford many of (20)..... things that there are to do, (21)..... living in a city is often (22)..... expensive. It is particularly difficult to (23)..... good, cheap accommodation. What is more, (24)..... transport is sometimes crowded and dirty, (25)..... in the rush hour, and even (26).....parks can become very crowded, especially (27) .....Sundays when it seems that every (28).....-dweller is looking for some open (29)..... and green grass. Last of all, (30)..... all the crowds, it is still (31)..... to feel very lonely in a (32)..... .

In conclusion, I think that city (33)..... can be particularly appealing to young (34)....., who like the excitement of the (35)..... and don't mind the noise and (36)..... . However, many people, when they get older, and particularly when they have young children, often prefer the peace and fresh air of the countryside.

## THE COMPLETE VERSION OF THE CLOZE TEST

### LIVING IN THE CITY

*Living in a city has both advantages and disadvantages. On the plus side, it is often easier to find work, and there is usually a choice of public transport, so you don't need to own a car. Also, there are a lot of interesting things to do and places to see. For example, you can eat in good restaurants, visit museums, and go to the theatre and to concerts. What is more, when you want to relax, you can usually find a park where you can feed the ducks or just sit on a park bench and read a book. All in all, city life is full of bustle and variety and you need never feel bored.*

*However, for every plus there is a minus. For one thing, you might have a job, but unless it is well-paid, you will not be able to afford many of the things that there are to do, because living in a city is often very expensive. It is particularly difficult to find good, cheap accommodation. What is more, public transport is sometimes crowded and dirty, particularly in the rush hour, and even the parks can become very crowded, especially on Sundays when it seems that every city-dweller is looking for some open space and green grass. Last of all, despite all the crowds, it is still possible to feel very lonely in a city.*

*In conclusion, I think that city life can be particularly appealing to young people, who like the excitement of the city and don't mind the noise and pollution. However, many people, when they get older, and particularly when they have young children, often prefer the peace and fresh air of the countryside.*

## APPENDIX II

### THE READING PASSAGE

#### INTO THE CLOUDS OF EVEREST

It is the greatest mystery in the history of mountaineering. At 12:50 p.m. on June, 1924, British climber George Mallory and his young companion, Andrew (Sandy) Irvine, disappeared into the clouds some 600 feet below the windy summit of Mount Everest. It wasn't until nearly 30 years later that two climbers- Sir Edmund Hillary and Sherpa Tenzing Norgay – were credited with reaching the peak. But for years, questions about the events of 1924 have nagged at climbing enthusiasts. Could Mallory and Irvine have reached the summit before vanishing into their snowy graves?

Last week a team of the world's top mountaineers set out from base camps on Everest hoping to find the body of Sandy Irvine- and the answer to that question. Irvine, 22, was carrying a Kodak Vestpocket camera- with film that Kodak officials believe could survive in alpine temperatures. The team will also be searching for discarded oxygen canisters and climbing apparatus at various elevations. "The answers are high on the north face of Mount Everest waiting for discovery," says a team statement. The expedition is focusing on the general area where British climbers discovered Irvine's ice ax back in 1933, and where Chinese climber Wang Hongbao in 1975 found a body he described as "old English dead."

The team has a good track record. Two years ago the same group of international explorers, led by an American guide, N. Simonson, made headlines after discovering Mallory's corpse on a rock shelf at 27,000 feet. Though that mission didn't answer the question of whether he reached the summit, it did reveal new clues: Mallory's goggles, typically worn in daylight, were discovered inside his jacket- implying that he was still alive after dark. Since he was last seen around lunchtime, that would have given him plenty of time to reach the summit before he died.

Yet the new expedition is controversial. After 1999 discovery, Simonson sold gruesome photographs of Mallory's frozen, sun-bleached body to the press. Members of Mallory's family and some climbing enthusiasts were outraged. "I felt desperately sorry for Mallory's son," says Sandra Noel, whose father, John, served as the expedition photographer in 1924. "He was only about 4 when his father died, and those pictures were in the paper before he even knew about them." This time critics are already speaking up. The prestigious Alpine Club recently issued a statement urging against "exploitation" and warning of "the media's insatiable desire for images of the body and ... gruesome details." "We're just asking please don't show his body partly clothed or wounded," says Irvine's nephew John.

( From *Newsweek* April 30, 2001 )

**APPENDIX III****THE VOCABULARY TEST ( FORM A )****THE COUNTERBALANCED VERSION OF THE VOCABULARY TEST (FORM B )**

Aşağıdaki kelimelerin tanımlarını veren seçeneği işaretleyiniz.

**1. track**

- a) a long, narrow road
- b) a very large area of land
- c) a small amount of something
- d) the main part of a machine

**2. gruesome**

- a) something extremely difficult
- b) something concerning death or injury
- c) a person or object that is very dirty
- d) something that seems important, superior

**3. discard**

- a) to throw away something that is useless
- b) to disagree with someone
- c) to find or learn about something
- d) to order something

**4. corpse**

- a) a large number of articles
- b) a dead body
- c) a musical instrument
- d) an explosive substance

**5. imply**

- a) to suggest something indirectly
- b) to bring goods from another country
- c) to force someone to accept something
- d) to give secret information

**6. companion**

- a) a business organisation
- b) someone you spend time with
- c) a special part of a container
- d) money paid to someone for damage

**7. goggles**

- a) large glasses to protect your eyes
- b) small useful tools or devices
- c) a group of animals making a lot of noise
- d) things that have been thrown away

**8. solution**

- a) an answer to a problem
- b) the state of being alone
- c) a large amount of something
- d) something that can be heard

**9. outraged**

- a) extremely shocked or very angry
- b) extremely excited
- c) old-fashioned
- d) unusual and unacceptable

**10. enthusiast**

- a) a person who is very ambitious
- b) a person who is very brave
- c) a person who is very interested in an activity
- d) a person who always argues against an idea

**11. controversial**

- a) something causing a lot of discussion
- b) something that is confusing
- c) something that is certain and planned
- d) ideas that are completely different

**12. vanish**

- a) to go away
- b) to make more modern
- c) to disappear suddenly
- d) to remove something

**13. nag**

- a) to be angry with someone
- b) to be surprised
- c) to cause worry continually
- d) to arrive

**14. exploitation**

- a) selfish and unfair behaviour for profit
- b) a loud burst of energy
- c) investigation for better alternatives
- d) a piece of writing about a mysterious event

**15. audience**

- a) the study of speech sounds
- b) a listing of past events
- c) a group of listeners
- d) an instrument used for hearing

**16. insatiable**

- a) unable to be satisfied
- b) very strange
- c) unacceptable
- d) not safe or well-protected

**17. canister**

- a) a strong metal container
- b) a wooden box
- c) a kind of animal in Himalayas
- d) a long stretch of water

**18. employ**

- a) to cause strong feeling
- b) to give someone a job
- c) to hide something
- d) to stop an activity

**19. invisible**

- a) unable to be eaten
- b) unable to be seen
- c) unable to be corrected
- d) unable to be heard

**20. reduce**

- a) to make a choice
- b) to become larger in degree
- c) to make less in amount
- d) to measure the size of something

**21. innocent**

- a) capable of doing something
- b) not guilty of a crime
- c) impossible to understand
- d) not suitable to stay in

**22. consequence**

- a) observation for a study
- b) a logical result or conclusion
- c) something happened by chance
- d) a letter or symbol

**23. expedition**

- a) an amount of money spent on a specific thing
- b) a specific test on a theory
- c) an organised journey for exploration
- d) an action of breathing air out

**24. amuse**

- a) to remember a memory
- b) to entertain somebody
- c) to limit something
- d) to explain a problem

**25. elevation**

- a) a higher piece of ground
- b) a person that is mysterious
- c) a hard grey metal
- d) a machine used for lifting

**(B)**

Aşağıdaki kelimelerin tanımlarını veren seçeneği işaretleyiniz.

1. **nag**
  - a) to be angry with someone
  - b) to be surprised
  - c) to cause worry continually
  - d) to arrive
2. **exploitation**
  - a) selfish and unfair behaviour for profit
  - b) a loud burst of energy
  - c) investigation for better alternatives
  - d) a piece of writing about a mysterious event
3. **audience**
  - a) the study of speech sounds
  - b) a listing of past events
  - c) a group of listeners
  - d) an instrument used for hearing
4. **insatiable**
  - a) unable to be satisfied
  - b) very strange
  - c) unacceptable
  - d) not safe or well-protected
5. **canister**
  - a) a strong metal container
  - b) a wooden box
  - c) a kind of animal in Himalayas
  - d) a long stretch of water
6. **employ**
  - a) to cause strong feeling
  - b) to give someone a job
  - c) to hide something
  - d) to stop an activity
7. **invisible**
  - a) unable to be eaten
  - b) unable to be seen
  - c) unable to be corrected
  - d) unable to be heard
8. **reduce**
  - a) to make a choice
  - b) to become larger in degree
  - c) to make less in amount
  - d) to measure the size of something
9. **innocent**
  - a) capable of doing something
  - b) not guilty of a crime
  - c) impossible to understand
  - d) not suitable to stay in
10. **consequence**
  - a) observation for a study
  - b) a logical result or conclusion
  - c) something happened by chance
  - d) a letter or symbol
11. **expedition**
  - a) an amount of money spent on a specific thing
  - b) a specific test on a theory
  - c) an organised journey for exploration
  - d) an action of breathing air out
12. **amuse**
  - a) to remember a memory
  - b) to entertain somebody
  - c) to limit something
  - d) to explain a problem
13. **elevation**
  - a) a higher piece of ground
  - b) a person that is mysterious
  - c) a hard grey metal
  - d) a machine used for lifting
14. **track**
  - a) a long, narrow road
  - b) a very large area of land
  - c) a small amount of something
  - d) the main part of a machine
15. **gruesome**
  - a) something extremely difficult
  - b) something concerning death or injury
  - c) a person or object that is very dirty
  - d) something that seems important, superior
16. **discard**
  - a) to throw away something that is useless
  - b) to disagree with someone
  - c) to find or learn about something
  - d) to order something
17. **corpse**
  - a) a large number of articles
  - b) a dead body
  - c) a musical instrument
  - d) an explosive substance
18. **imply**
  - a) to suggest something indirectly
  - b) to bring goods from another country
  - c) to force someone to accept something
  - d) to give secret information
19. **companion**
  - a) a business organisation
  - b) someone you spend time with
  - c) a special part of a container
  - d) money paid to someone for damage
20. **goggles**
  - a) large glasses to protect your eyes
  - b) small useful tools or devices
  - c) a group of animals making a lot of noise
  - d) things that have been thrown away
21. **solution**
  - a) an answer to a problem
  - b) the state of being alone
  - c) a large amount of something
  - d) something that can be heard
22. **outraged**
  - a) extremely shocked or very angry
  - b) extremely excited
  - c) old-fashioned
  - d) unusual and unacceptable
23. **enthusiast**
  - a) a person who is very ambitious
  - b) a person who is very brave
  - c) a person who is very interested in an activity
  - d) a person who always argues against an idea
24. **controversial**
  - a) something causing a lot of discussion
  - b) something that is confusing
  - c) something that is certain and planned
  - d) ideas that are completely different
25. **vanish**
  - a) to go away
  - b) to make more modern
  - c) to disappear suddenly
  - d) to remove something



- can-is-ter** /'kænɪstə/ i 1 (içine, genl. kuru bir madde konulan) metal kutu; örn. çay, vb. kutusu 2 (bir silâhtan ateşlenip atıldığında patlayıp içindeki maddeler etrafa saçılan) metal bir kap, bir kutu
- com-pan-ion** /kəm'pæniən/ i [C] arkadaş, dost, ahbab, yoldaş, eş; bir yolculukta, vb. birlikte bulunulan eski bir tanıdık veya yeni tanışılan kimse: *My fellow travellers made/were good companions* (mec.) *If you decide to join our party remember that fear of imprisonment will be your daily companion*
- con-tro-ver-sial** /kəntrə'vɜ:ʃəl/ kəntrə'vɜ:ʃəl s tartışmalı, çekişmeli, ihtilâflı; tartışmaya veya anlaşmazlığa yol açan ya da açabilecek olan: *a controversial speech/decision/person/politician/book*
- corpse** /kɔ:ps/ kɔ:ps i ceset, kadavra; ölü beden; özl. ölü insan vücudu
- dis-card** /dis'kɑ:d/ -ɑ:d/ f [T1] atmak, ıskartaya çıkarmak; kovmak; yararsız sayarak başından atmak, defietmek: *discard an old coat/one's old friends*
- el-e-va-tion** /elɪ'veɪʃən/ i 1 [U9,(U)] rsm. kaldırma, terfi ettirme, yükseltme; terfi (etme), yükseliş: *His elevation to the rank of a lord has made him very proud* 2 [S] (deniz düzeyinden) yükseklik, irtifa: *Their house is at an elevation of 2,000 metres*
- en-thu-si-ast** /ɪn'θju:ziæst/ɪn'θu:ɪ i [C9, özl. about ile: (C)] (bir şey) delisi, (özl. belirtilen şeye) hayranlık duyan kimse, ateşli taraftar, (bir şeye karşı) coşku dolu olan birisi: *a bicycling enthusiast/He's a real enthusiast about wild flowers*
- ex-pe-di-tion** /ɛkspɪ'dɪʃən/ i [C] sefer, gezi seferi; araştırma seferi, keşif seferi; belirli bir amaç için yapılan (uzun) bir yolculuk; sefer heyeti; bir gezi, araştırma, vb.: seferine katılan kişiler, araçlar, vb.: *to form/send/take part in a small expedition to photograph wild animals in Africa/An expedition to the North Pole*
- ex-ploit** /ɪk'splɔɪt/ f [T1] 1 aşağı. sömürmek, istismar etmek; (özl. bir insanı) kendi yararına haksız biçimde kullanmak, yararlanmak, istifade etmek: *to exploit the poor by making them work for less pay/|The firm exploits its workers disgracefully/|The world economic system exploits the developing countries in favour of the developed ones/|The opposition parties are sure to exploit the government's difficulties over this issue* 2 (kazanç amacı ile) (bir şeyi) tam olarak kullanmak, geliştirmek: *to exploit the oil under the sea/|to exploit the country's mineral resources* --  
-ation /ɛksploɪ'teɪʃən/ i [U] --er /ɪk'splɔɪtə/ i
- gog-gles** /'gɒgzl/ 'gɑ: i koruma gözlüğü, koruyucu gözlük, dalgaç gözlüğü, vb.; gözler toz, rüzgâr, su girmesini önlemek için kullanılan ve gözlerin çevresine sıkıca oturan bir çerçeveye yerleştirilmiş, yuvarlak tek veya çift camdan veya plâstikten oluşan bir gözlük: *motorcycle goggles/ski goggles*
- grue-some** /'gru:zəm/ s (özl. ölüm veya ıstırap ile ilgili şeyler hk.) korkunç, ürkütücü, dehşetli, tüyler ürpertici, afallatıcı, şaşurtıcı, iğrenç, mide bulandırıcı: *a gruesome report about torture in a prison camp*
- im-ply** /ɪm'plai/ f [T1,5] 1 sezindirmek, ima etmek, demeye getirmek, dolaylı olarak belirtmek, hissetmek: *Their failure to reply to our letter seems to imply a lack of interest/|She didn't actually say she had been there, but she certainly implied that she had/|Are you implying that we are not telling the truth?/|An implied threat/criticizm* --INFER'deki (KULLANIM)'a bakın 2 demeye gelmek, belirtmek, olası imiş gibi göstermek: *Refusal to answer implies guilt*
- in-sa-tia-ble** /ɪn'seɪʃəbəl/ s doymaz, doymak bilmez, kanmaz, aç gözlü, obur: *an insatiable love for music/|You can't be hungry again--you're insatiable/|An insatiable desire/lappetiie/|They were insatiable for news of the royal family*
- nag** f gg- 1 [T1 (of ile);3; IØ (at, for ile); V3] dırlanmak, dırdırlanmak, dırdır etmek, başının etini yemek; durmadan kusur bulup yakınlık (birisini) rahatsız etmek veya inandırmaya çalışmak: *His wife nags (at him) all day/|She kept nagging (her husband) for a new car/to go/|I wish you'd stop nagging (at me)/|The children are always nagging me for new toys/|He's been nagging me all week to mend his shirt* 2 [Wv4;T1; IØ (at ile)] aralıksız rahatsız etmek; hiç rahat vermemek: *a nagging headache/nagged by worries/doubts*
- outrage** -f [Wv5;T1] (şiddetli biçimde) kırmak, incitmek, rencide etmek, hiddet uyandırmak, sarsmak, müteessir etmek: *The closing of the hospital has outraged public opinion*
- track** /træk/ i 1 [çoğk. biç. çoğ. ama anl. tek.] iz; daha önce geçmiş olan bir kimsenin, bir hayvanın, bir aracın, vb. yerde bıraktığı çizgi veya çok sayıda belirti: *The dog followed the fox's tracks into the woods/|tyre tracks in the mud* 2 keçi yolu, patika; dar ve düzensiz bir yaya yolu: *a bicycle track/a mountain track*
- van-ish** /væniʃ/ f [IØ] 1 ortadan yok olmak, gözden kaybolmak, kayıplara karışmak, kırklara karışmak, sıra kadem basmak: *With a wave of his hand, the magician made the rabbit vanish* 2 yok olmak, son bulmak, silinip gitmek: *Many species of animal have now vanished (from the face of the earth)/|My fears/hopes vanished*

## APPENDIX V MONOLINGUAL DICTIONARY GLOSSARY

**canister** /kənɪstə/, canisters. A canister is a metal container. EG ...a canister of shaving cream. N COUNT OR N PART

**companion** /kəmˈpænjən/, companions. A companion is someone who you spend time with or who you are travelling with. EG He saw Vita as the companion of a lifetime. N COUNT

**controversial** /kɒntrəˈvɜːʃəl/. Someone or something that is controversial causes a lot of discussion, argument, and strong feelings of anger or disapproval. EG Many of the new taxes are controversial... He is a controversial politician. ADJ QUALIT

**corpse** /kɔːps/, corpses. A corpse is a dead body, especially the body of a human being. N COUNT

**discard** /dɪskɑːd/, discards, discarding, discarded. If you discard something, you get rid of it or leave it because it is old, useless, or unwanted. EG Pull off and discard the outer leaves. V+O

◊ discarded. EG ...discarded newspapers. ◊ ADJ CLASSIF

**elevation** /eɪˈlɪveɪʃən/, elevations. 1 The elevation of someone or something is the act of raising them to a position of greater importance or higher rank. EG ...the elevation of the standards of the average man... his elevation to the peerage. N UNCOUNT + POSS Formal

2 The elevation of a place is its height above sea level. EG ...a fairly flat plateau at an elevation of about a hundred feet. N COUNT Formal

**enthusiast** /ɪˈnθjuːzɪəst/, enthusiasts. An enthusiast is a person who is very interested in a particular activity or subject. EG ...a great soccer enthusiast. N COUNT: USU+SUPP

**expedition** /ɛkspɪˈdɪʃən/, expeditions. An expedition is 1 an organized journey that is made for a particular purpose such as exploration. EG ...the British expedition to Mount Everest... a hunting expedition. 2 a short journey or outing that you make for pleasure. EG ...a shopping expedition. N COUNT

**exploit**, exploits, exploiting, exploited; pronounced /ɪksplɔɪt/ when it is a verb and /ɛksplɔɪt/ when it is a noun. 1 If someone exploits you, they treat you unfairly by using your work or your ideas and giving you very little in return. EG Adults exploit children far too often. ◊ exploitation /ɛksploɪteɪʃən/. EG ...to protect the public from commercial exploitation. V+O ◊ N UNCOUNT

2 If you exploit something such as a raw material or an idea, you develop it in order to make money out of it. EG Everyone is seeking to exploit opportunities for improving efficiency. ◊ exploitation. EG ...the exploitation of the Earth's resources. V+O ◊ N UNCOUNT

**goggle** /ˈɡɒɡl/, goggles, goggling, goggled. 1 If you goggle at something, you stare at it with your eyes wide open. EG She goggled at the dreadful suit. V: OFT + at Informal

2 Goggles are large glasses that fit closely to your face around your eyes to protect them from such things as water, wind, or sparks. EG She was wearing big green-tinted snow goggles. N PLURAL

**gruesome** /ˈɡruːsəm/. Something that is gruesome involves death or injury and is very unpleasant and shocking. EG ...gruesome tales of child murder. ADJ QUALIT

**imply** /ɪmˈplaɪ/, implies, implying, implied. 1 If you imply that something is true, you suggest that it is true without actually saying so. EG At one point she implied she would marry me... In Malta this gesture implies heavy sarcasm. ◊ implied. EG ...implied criticism. V+REPORT OR V+O ◊ ADJ CLASSIF

2 When one situation implies another, it suggests that the second situation is true as a consequence of the first one being true. EG All these requirements imply a reduction in government spending... These discoveries imply that the sea-bed is rich in fossil fuels. V+O OR V+REPORT ONLY that

**insatiable** /ɪnseɪʃɪəbəl/. A desire or greed that is insatiable is very great. EG ...an insatiable curiosity... an insatiable appetite for power. ADJ CLASSIF

◊ insatiably. EG She was insatiably curious. ◊ ADV

**nag** /næɡ/, nags, nagging, nagged. 1 If someone nags you, they keep complaining to you in an irritating way. EG He used to nag me endlessly about money... Daddy, you don't have to nag at me. V+O OR V

2 If a doubt or suspicion nags at you, you keep thinking and worrying about it. EG Something that she had said had been nagging at him. ◊ nagging. EG I have a nagging suspicion that one of the wheels is loose... She had a nagging sense of inadequacy. V+at ◊ ADJ CLASSIF: ATTRIB

**outrage** /aʊtreɪdʒ/, outrages, outraging, outraged. 1 If something outrages you, it makes you extremely shocked and angry. EG The idea outraged me... One woman was outraged by this response. ◊ outraged. EG ...the expression of outraged dignity on his face. V+O ◊ ADJ QUALIT

2 Outrage is a strong feeling of anger and shock. EG Benn shared this sense of outrage. N UNCOUNT

**track** /træk/, tracks, tracking, tracked. 1 A track is a narrow road or path. EG I remember riding along a dusty mountain track in Morocco. N COUNT

2 A track is also a piece of ground, often shaped like a ring, which horses, cars, or athletes race around. EG The recreation ground had a proper cinder track. N COUNT

**vanish** /vænɪʃ/, vanishes, vanishing, vanished. 1 If something vanishes, it disappears suddenly. EG The car had vanished from sight... Madeleine vanished without trace. 2 it ceases to exist. EG ...laws to protect vanishing American species. V

## APPENDIX VI SEMIBILINGUAL DICTIONARY GLOSSARY

- canister** /kənɪstə/, canisters. A canister is a metal container. \*metal kulu metal kap. EC ...a canister of shaving cream... He opened the lid of a canister of tea. N COUNT OR N PART = caddy
- companion** /kəm'pænjən/, companions. A companion is someone who you spend time with or who you are travelling with. \*arkadas, dost, ahibap. EC He saw Vila as the companion of a lifetime. N COUNT
- controversial** /kɒntrə'vɜ:ʃəl/. 1 Something that is controversial causes a lot of discussion and argument. \*tartışmalı, ihtilâflı. EC Many of the new taxes are controversial. ADJ QUALIT
- 2 Someone who is described as controversial says or does things that many people do not approve of. \*ihtilâflı çıkarın, anlaşmazlık çıkarın. EC He is a controversial politician. ADJ QUALIT = provocative
- corpse** /kɔ:ps/, corpses. A corpse is a dead body, especially the body of a human being. \*kadavra, ceset. EC In the narrow street lay the twitching corpse of a young guerilla. N COUNT = body
- discard** /dɪskɑ:d/, discards, discarding, discarded. V + O If you discard something, you get rid of it or leave it because it is old, useless, or unwanted. \*atmak, çıkartmak. EC Pull off and discard the outer leaves. ■ discarded. EC ...discarded newspapers. ■ ADJ CLASSIF
- elevation** /eli'veɪʃən/, elevations. 1 The elevation of someone or something is the act of raising them to a position of greater importance or higher rank. \*yükseltme, terfi ettirme. EC ...the elevation to the peerage... the elevation of the standards of the average man. N UNCOUNT + POSS Formal
- 2 The elevation of a place is its height above sea level. \*yükseklik, rakım. EC ...a fairly flat plateau at an elevation of about a hundred feet. N COUNT Formal = altitude ≠ depth
- enthusiast** /h'entju:ziæst/, enthusiasts. An enthusiast is a person who is very interested in a particular activity or subject. \*delisi, ...hastası, ateşli taraftan. EC ...a great soccer enthusiast. N COUNT USU + SUPP = fanatic
- expedition** /ɛkspi'diʃən/, expeditions. An expedition is an organized journey that is made for a particular purpose such as exploration. \*kesif seferi. EC ...the British expedition to Mount Everest... the men were away on a hunting expedition. 2 a short journey or outing that you make for pleasure. \*pezi, gezinti. EC ...a shopping expedition. N COUNT = excursion
- exploit**, exploits, exploiting, exploited; pronounced /ɛksplɔɪt/ when it is a verb and /ɛksplɔɪt/ when it is a noun. 1 If someone exploits you, they treat you unfairly by using your work or your ideas and giving you very little in return. \*sömürmek, iyi niyetini kötüye kullanmak, istismar etmek. EC Adults exploit children far too often... Of course she's not exploiting me! ■ exploitation /ɛksplɔɪtʃən/. EC ...to protect the public from commercial exploitation. V + O = take advan tage of ■ N UNCOUNT
- 2 If you exploit something such as a raw material or an idea, you develop it in order to make money out of it. \*kullanmak, geliştirmek, işletmek. EC Everyone is seeking to exploit opportunities for improving efficiency. ■ exploitation. EC ...the exploitation of the Earth's resources. V + O ■ N UNCOUNT
- goggle** /gɒgəl/, goggles, goggling, goggled. 1 If you goggle at something, you stare at it with your eyes wide open. \*gözlerini fal taşı gibi açıp bakmak. EC She goggled at the dreadful suit. V:OFT = at Informal = stare
- 2 Goggles are large glasses that fit closely to your face around your eyes to protect them from such things as water, wind, or sparks. \*koruyucu gözlük, koruma gözlüğü, dalgaç gözlüğü. EC She was wearing big green-tinted snow goggles. N PLURAL
- gruesome** /gru:səm/. Something that is gruesome involves death or injury and is very unpleasant and shocking. \*ürkütücü, korkunç, tüvler ürperici. EC ...gruesome tales of child murder. ADJ QUALIT = grisly
- imply** /ɪmplaɪ/, implies, implying, implied. 1 If you imply that something is true, you suggest that it is true without actually saying so. \*dolaylı anlatmak, ima etmek, hisas etmek. EC At one point she implied she would marry me... In Malta this gesture implies heavy sarcasm. ■ implied. EC ...implied criticism. V - O OR V - O = hint ■ ADJ CLASSIF
- 2 When one situation implies another, it suggests that the second situation is true as a consequence of the first one being true. \*anlamına gelmek, demek, ...in isareti olmak. EC All these requirements imply a reduction in government spending... V - O OR V - O REPORT ONLY 1241
- insatiable** /ɪnseɪjə'beɪl/. A desire or greed that is insatiable is very great. \*doymaz, doymak hümez. EC ...an insatiable curiosity... an insatiable appetite for power. ■ insatiably. EC She was insatiably curious. ADJ CLASSIF
- nag** /næɡ/, nags, nagging, nagged. 1 If someone nags you, they keep complaining to you in an irritating way. \*durlanmak, dır dır etmek, hic rahat vermemek ...an basının etini vemek. EC He used to nag me endlessly about money... Daddy, you don't have to nag at me. V + O OR V
- 2 If a doubt or suspicion nags at you, you keep thinking and worrying about it. \*bevnini kemirmek, devamlı rahatsız etmek. EC Something that she had said had been nagging at him. ■ nagging. EC I have a nagging suspicion that one of the wheels is loose... She had a nagging sense of inadequacy. ■ ADJ CLASSIF: ATTRIB = nagging
- outrage** /aʊtreɪdʒ/, outrages, outraging, outraged. 1 If something outrages you, it makes you extremely shocked and angry. \*levkalâde kızdırmak, müthiş öfkelen-dirmek, cilna çevirmek. EC The idea outraged me... One woman was outraged by this response. ■ outraged. EC ...the expression of outraged dignity on his face. V + O = scandalize, shock ■ ADJ QUALIT
- 2 Outrage is a strong feeling of anger and shock. \*büyük kızgınlık, müthiş öfke, cilna çevirme. EC Her brow wrinkled with outrage... Benn shared this sense of outrage. N UNCOUNT = indignation
- track** /træk/, tracks, tracking, tracked. 1 A track is a narrow road or path that has an uneven surface made of earth rather than of tarmac or gravel. \*dar toprak yol. EC I remember riding along a dusty mountain track in Morocco... I covered the last ten miles on a narrow bumpy track. 1.2 a narrow path that has been made by animals or people moving along it frequently. \*başı yolu, patla. EC ...a mountain track... sheep track. N COUNT = trail
- 2 A track is also a piece of ground, often shaped like a ring, which horses, cars, or athletes race around. \*pist, kusu yolu. EC The recreation ground had a proper cinder track... The highlight of the fifth day of competition in the Asian Games was a world record on the cycle track. N COUNT
- vanish** /vænɪʃ/, vanishes, vanishing, vanished. 1 If something vanishes, it disappears suddenly. \*sırna kâden basmak, birden gözden kaybolmak, sır olmak, kayıplara karışmak. EC The car had vanished from sight... Susan vanished without trace. 2 it ceases to exist. \*yok olmak, silinip gitmek. EC ...laws to protect vanishing Turkish species. V - O = disappear = die, disappear

APPENDIX VII

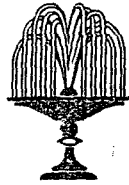
MONOLINGUAL DICTIONARY

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APPENDIX VIII

BILINGUAL DICTIONARY

**LONGMAN - METRO**  
**BÜYÜK**  
**İNGİLİZCE - TÜRKÇE - TÜRKÇE**  
**SÖZLÜK**



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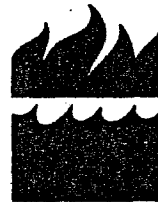
APPENDIX IX

SEMIBILINGUAL DICTIONARY

**METRO**  
**COLLINS COBUILD**  
**ESSENTIAL DICTIONARY**

**İNGİLİZCE-İNGİLİZCE**  
**TÜRKÇE**  
**SÖZLÜK**

Türkçeye uygulayan  
Önder Renkliydırım



**COLLINS**  
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## APPENDIX X

### THE READING COMPREHENSION TEST

*Okuduğunuz metne göre aşağıdaki soruların doğru cevap seçeneğini işaretleyiniz.*

**1. 30 years later two climbers .....**

- a) got lost in Mount Everest, too.
- b) could not succeed in reaching the summit.
- c) found out something about Mallory and Irvine.
- d) were believed to manage to reach the summit.

**2. A team of mountaineers climbed Everest to find an answer for the question .....**

- a) if Mallory and Irvine really got lost.
- b) if they can manage to reach the summit.
- c) if Mallory and Irvine had necessary equipment they were supposed to carry with them.
- d) if Mallory and Irvine could've reached the top of Mount Everest before disappearing.

**3. Some climbers discovered .....**

- a) Irvine's dead body and one of his tools.
- b) Mallory's dead body and one of Irvine's tools.
- c) Irvine and Mallory's dead bodies.
- d) A tool that belong to Mallory and Irvine's dead body.

**4. Which sentence is TRUE about the text?**

- a) A British guide found Mallory's dead body.
- b) The climber team became famous for their dangerous trips to mountains.
- c) The climber team is good at finding new routes in the mountains.
- d) The climber team discovered new things that belong to Mallory and his friend.

**5. According to the latest discoveries, .....**

- a) it is possible that Mallory and Irvine had reached the top of the mountain before they died.
- b) it is unlikely that they could reach the summit.
- c) there is no doubt left that they succeeded in reaching the summit.
- d) the climber team were unable find any clues to answer the mysterious question.

**6. The reason that some people are angry with the American guide, Simonson, is that.....**

- a) he told a lie about his discoveries.
- b) he showed Mallory's photographs to his 4 years old son.
- c) he directed the media wrongly.
- d) he let the media show and use Mallory's worrying photos

**7. Alpine Club members try to .....**

- a) argue against the use of unpleasant details of events for profit by the press.
- b) help people who are in danger of losing their lives
- c) support the media in their work.
- d) have prestige in the media world.