

## **DICTIONARY USING HABITS: A CASE STUDY OF PAKISTANI NURSES**

Muhammad Shahid Farooq<sup>1</sup>, Dr.Muhammad Tayyab<sup>2</sup>, Muhammad Tariq Ayoub<sup>3</sup>

**ABSTRACT-**This study was conducted on 160 nursing students at the Nursing College Nishtar Hospital, Multan. The purpose of study was to know about dictionary using habits, needs, difficulties, and types of dictionaries used by the nursing students. The different areas of English language in which the nursing students needed help with English were also studied and the students' views about dictionary use were also recorded. The questionnaire contains 31 questions was used for collection of data from respondents. Then data was statistically analyzed by using pie charts, tables and graphs. It was found that meanings were the main cause for which they were using dictionaries. The students faced difficulties in understanding pronunciation, symbols used in the dictionaries. Large number of the students didn't possess dictionary using skill and their teachers didn't teach them about dictionary use. Majority of the students didn't refer to the introductory pages of dictionary.

**Key Words:** Lexicography, Dictionary, Bilingual Dictionary, Monolingual Dictionary, Dictionary Use.

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1. M.Phil Scholar, Department of English, Institute of Southern Punjab, Multan

2. Multan Medical and Dental College, Multan.m.tayyabghafoor@gmail.com

3. Assistant Professor Govt. College of Science, Multan.tariqayoub2017@gmail.com

## **1.INTRODUCTION**

A dictionary is a book which contains alphabetically listed words in a language with their spellings, pronunciation, word classes, etymology and definitions. Dictionary can be considered soul of language and is very essential for the survival of any language. People use dictionaries in relation to their need and People's need became the base for writing of dictionary. Dictionaries provide us knowledge about the target language and if we are not habitual to use dictionaries relating to any language, we will not be able to have a command over that language. Most of the learners do not use dictionaries at all and are also not aware of how to use a dictionary successfully. Successful use of a dictionary demands that learners must be competent enough about its use. Proper training and motivation to the use of dictionaries can develop dictionaries using habits of learners. In case of any difficulty with a language, learners as well as language experts use dictionaries. Hence, the importance of the use of dictionary cannot be ignored.

### **1.2 Research Questions**

- (i). Do the nursing students in the Nishtar College Nishtar Hospital, Multan use dictionaries for their study?
- (ii). For what purpose, they consult the dictionaries?
- (iii). What type of language items they consult more?
- (iv). With what frequency, they use the dictionaries?
- (v). What type of items they do not look for?
- (vi). What type of difficulty they find in using the dictionaries?
- (vii). Have they dictionaries of their own?

### **1.3 Significance of Study**

We will come to know about the nursing students' habits needs, difficulties and their views about dictionaries. We will discover the difficulties and obstacles which do not

let them to use dictionaries. Findings of this research will be helpful for others who are interested in the study of dictionary using habits.

### **1.5 Limitations of study**

- ▶ Research was limited only to the Nishtar Hospital, Multan.
- ▶ Only questionnaire was used for this research.
- ▶ The research was restricted only to know nursing students' dictionaries using habits, needs, difficulties and their views about dictionaries.

## **2.LITERATURE REVIEW**

This section summarizes of various studies carried out in context of dictionary users and their needs. During the last centuries many researchers conducted research on dictionaries keeping in view the perspective & habits of users. Barnhart's work (1962) is the utmost for the needs, wants and habits for using dictionaries. The purpose was to find out the relative importance of different types of information entered in popular American college dictionaries. His results have proved significant lexicographers on managing the materials of dictionary and its presentations for the benefit of the dictionary users. Quirk (1973) was the first scholar to attempt in Britain to assess dictionary users' attitudes, expectations and prejudices. His questionnaire asked users to comment on what already existed in their dictionaries, and, despite the invitation to suggest improvements, there was little encouragement to think laterally and suggest departures from the conventional dictionary format. Tomaszczyk (1979) was the first researcher to investigate the dictionary requirements of non-native speakers of English. He was motivated by the observation that among foreign language learners there was a wide spread dissatisfaction with dictionaries. His aim was to obtain information relevant to the production of better dictionaries for non-native speakers. Baxter (1980) examines the question of the value of using monolingual dictionaries. He describes a pedagogical problem the inability of language learners to express their ideas in an acceptable way

when the precise lexical item does not come to mind and suggests that one possible cause of this inability might be the use of bilingual as opposed to monolingual dictionaries. The most frequently cited study of non-native speaker dictionary needs was conducted by Bejoint (1981). He claims that his survey was directly influenced by previous scholars. Its stated aim was to reveal how the French students of English used their monolingual general English dictionaries, although its findings have been applied to the dictionary use of learners of English in general. Hartman (1983) is of the view lexicography is professional process codifying vocabulary, by which dictionaries and other references field are produced. Kipfer (1985) carried out a study and observe the influence of skills of dictionary usage, attitudes and habits of "intermediate level students. It was found that the subjects were not to have been taught dictionary skills and Dictionaries were only used for meanings and spellings etc. In this research, Iqbal (1987) the researcher threw light on the aspects of learner dictionaries in reference to the needs, habits and attitudes of Pakistani students towards dictionary use. The object of the study was to observe the reference skills and language needs of Pakistani advanced learners. Diab's work (1990) was based on pedagogical lexicography. He has given a case study of Arab nurses as dictionary users at the University of Jordan. The study responded that some monolingual dictionary lacks the specifications for the ESP users as they meant only for every possible learners of English and for every type of background. Nuccorini (1992) research topic was dictionary look up process. She has conducted her study on the use of different bilingual and monolingual dictionaries. Her subjects were six Italian EFL teachers/learners. She found that 75% of all cases dictionaries were used for meaning she had given only frequency which is not much informative. McKeown's (1993) investigated the way language learners acquired word's meanings provided in the conditions of the traditional and revised versions of dictionary definitions. Laufer and Melamed (1994) investigated in their study the differences of three different

dictionaries, monolingual and bilingual on comprehension activity EFL learners. In results they found that bilingual dictionary was more used or preferred than the other two. Laufer & Hadar (1997) examined the effectiveness of monolingual, bilingual and semi-bilingual dictionaries on comprehending and using new words with a group of foreign language learners studying in high schools and universities. Meanwhile, Huckin & Coady (1999) point out the drawbacks of incidental learning, namely guessing is successful only when context clues are good in accordance with readers' good basic vocabulary knowledge, guessing needs, careful monitoring and training in reading skills as well as in word recognition, and guessing is not equivalent to acquisition especially in case of acquiring multiword lexical items. Tono (2001) has conducted many studies. His work presented in book form with the title "Research on Dictionary use in the context of Foreign Language Learning" in 2001. The main object of this book is to show research on using dictionaries with special reference to language learning. Nesi and Hail (2002) investigated a study at the University of Warwick. The main object of this study was to observe the habits and preferences of international student's and using dictionaries in this university. They found that the subjects had difficulties in searching entries also. They also reported that dictionary consultation was also a problem due to the errors of interpretation. Taylor (2004) believes that English is the best source of enhancing vocabulary by native and non-native speakers. So dictionaries should be used wisely. Skills of using dictionaries are not inherent. Anthony Bruton (2007) selected a state secondary school in Spain for her study. The result of this study was encouraging and it shows that focus does not show language gains. Al-Ajmi's (2008) research was an effort to know how far examples in dictionary help learners in decoding. The subjects involved in this research were English majors at the Kuwait University. The study was done by performing an experiment in which learners were divided into two groups. The students were to supply the Arabic alternatives of ten English words. Word list given

to these two groups was copied from the, Oxford Advanced Learners' Dictionary'. The first group of students was to study the list of words with explained examples while the second group was to study it without these examples. It was found that presence of examples had no positive effect in the understanding of word meanings. Chan's (2011) paper presented information about the use of a monolingual dictionary for obtaining meanings of common English lexicon used in definite context. The subjects (n=32) were English majors in Hong Kong. The learners were provided English sentences(n=9) for using a dictionary, each of the sentence had a target lexical item and the meaning of this lexical item was directly related to grammatical context in which it was used. The results indicated that the learners were found successful to a great extent in the use of the monolingual dictionary for achieving meanings of lexicon. It was also found that the students were unaware of the dictionary information which was a great difficulty for them in getting the second language. It was recommended that the ESL teachers should teach the importance of grammatical information in language understanding. Arafat Hamouda's (2013) study was conducted on the dictionary use of the Saudi EFL students at the Qassim University. The focus of interest in this study was to become aware about different sort of wordbooks used by the Saudi EFL learners, regularity of their dictionary use, and sort of information they looked for. Data was collected by using questionnaires and interviews. It was found that learners do not get full benefit from the wordbooks they had, because they do not possess skill about the use of wordbooks. Mostly they use dictionary for meaning and definition of a word than pronunciation, usage and examples. It was also found that for the meanings of unfamiliar words the more importance was given to bilingual dictionaries than monolingual wordbooks. It was also reported that learners faced difficulty to look up exact entry. Finally, it was suggested that learners must be taught skill about dictionary use. Fan -Wei Kung (2015) investigated in what way English language learners' use of the monolingual

and bilingual wordbooks affect their L2 glossary obtaining. The subjects (n=64) were arranged in two groups to carry out this experiment. The researcher used 13,944 High Frequency Word List from the British National Corpus for investigation. The findings showed that use of monolingual dictionary proved superior to the bilingual dictionary for the learners in improving their L2 glossary receiving, learning curiosity, and positive mental outlook. It was found that learners were greatly aware about the importance of monolingual dictionaries for the L2 vocabulary acquisition. Yuzhen Chen's (2016) study was a CALL based in which dictionary use was studied for the production and retention of collocations. The subjects involved in this study were English majors (n=32) at the Putian University in China. The students were required to fill in verbs in twelve (v+ n) collocations provided to them. The dictionary use of the learners was recorded in log file developed for this purpose. It was reported that learners' productive collocation knowledge progressed in using the dictionary. It was also seen that learners did not perform well in their collocation activity. The subjects were also lacked in the wordbook use ability. Learners only attended the information provided in the beginning of an entry and other related information was ignored by them. It was observed that as one week passed large number of the collocations the learners looked up in dictionary were forgotten. The production or retention of collocation was not affected by their lookups.

### **3.RESEARCH METHDOLOGY**

Webster (1985) has defined research as 'collecting information about a particular subject'. It is not only the scientific field which requires research necessary, but also the non- scientific field involves research. Methodology helps us to comprehend the findings of the scientific investigation as well as the process involved in it.

### **3.1 Nature of Study**

Descriptive study involves quantitative approach in which results are explained by using statistics. This research is quantitative, because the information gathered from questionnaire about different aspects of the dictionary used by nursing students is explained statistically.

### **3.2 Data Collection Tool**

#### **3.2.1 Questionnaire**

The questionnaire, the most familiar tool is used to investigate about the use of the dictionaries by nurses. Keeping in view the size of the subjects as well as kind of data to be collected questionnaire seemed to be the most appropriate tool.

### **3.4 Research Procedure**

The questionnaire was administrated to the students in my presence. The time given to the students for administration of the questionnaires was forty minutes. The information got from questionnaires was analyzed statistically and interpreted by using tables, graphs, and pie-charts in the next chapter.

### **3.5 Hypothesis**

It is a common notion that users of dictionary do not get any benefit of it. My hypothesis is that little tendency is found among learners regarding their use of dictionaries. Due to non-provision of any kind of training for dictionary use, learners do not get much benefit of the dictionaries. Further, learners are not encouraged to use dictionaries from the side of teachers.

## **4.DATA ANALYSIS**

### **4.1 Questionnaire**

The questions in this questionnaire were adopted from Diab (1990) with some modification. The questionnaire contained 31 questions and all these questions were structured though options were provided in most of the questions and in some questions the students were also asked to write. The questionnaire was divided into

six sections. The section first was about the personal information of students, the section second was about the dictionary using habits of students, the section third was about the students' views about the dictionary use, the section four was about students' needs with English, the section five was about student's problems and difficulties in using the dictionaries and the section six was specialized for the students to write their comments.

#### **4.1.1 Section First: Personal Information**

This section contained five questions related to students' sex, age, mother tongue, level of study, and qualification they had at the time of admission to nursing college. All the participants of the study were female students. Regarding their age, it was confirmed that their age varied from 17-23 years. The results show that out of 160 students 45 (28.1%) were first year students, 44 (27.5%) were second year second students, 37 (23.2%) third year students, and 34 (21.2%) were fourth year students. It was found that the students involved in the study were the speakers of five various main languages as their mother tongue that are spoken in various regions of this country (Pakistan). 40% students were Urdu speakers, 35% Saraiki, 22.5% Punjabi, and 1.25% Rangari, 1.25% Pashto. It was report that all of them had intermediate level of education (F.sc pre-medical) before joining the nursing field.

#### **4.2 Students' Dictionary Using Habits**

Regarding the dictionary using habits, it was found that 110 (68.75%) students reported that they had never been using dictionaries before their nursing study, 10 (6.25%) students had been using rarely, 20 (12.5%) students had been using for sometimes, 12 (7.5%) students had often been using, 8 (5.0%) students had always been using dictionaries.

Regarding dictionary ownership, it was found that 45 students wrote the names of dictionaries they had before their nursing study. 14 (31.1%) students wrote Gem Pocket Dictionary, 8 (17.7%) students Rabia Pocket Dictionary, 6 (13.3%) Ferozesons English to English and Urdu Dictionary, 4 (8.9%) Oxford Learner's Pocket Dictionary, 3 (6.7%) Gem Advanced Practical Dictionary English to English and Urdu, 3 (6.7%) Oxford Advanced Learner's Dictionary, 2 (4.5%) Merriam Webster's Pocket Dictionary, 2 (4.5%) Longman Dictionary of Contemporary English, 2 (4.5%) Oxford Learner's Pocket Dictionary, 1 (2.1%) The Merriam Webster's English Dictionary.

Regarding dictionary type it was found that 32 (71.1%) students possessed bilingual and 13 (28.9%) possessed monolingual dictionaries. In response of when they started to use dictionary, 1 (2.2%) student responded that she started the use of dictionary at elementary level, 2 (4.5%) students at Preparatory level, 15 (33.3%) students at Secondary level, 27 (60%) students at Intermediate level.

Regarding dictionary name the students were using it was found that 98 (61.3%) students were using dictionaries for their nursing study. It was surprised to find that 45 (28.2%) students were still using the dictionaries that they wrote above in response to question no 7, and 53 (33.2%) students were using different types of nursing dictionaries. The table below presents the real situation regarding use of nursing dictionaries only. It was also found that the nursing students were using five different dictionaries for their study. 31 (58.5%) students wrote 'Lotus Nursing Dictionary', 8 (15%) 'Oxford Dictionary of Nursing', 6 (11.4%) 'Oxford mini Dictionary for Nurses', 5 (9.5%) 'Oxford concise Medical Dictionary' and 3 (5.6%) Bailliere's Nurses' Dictionary.

About the recommendation of the dictionary it was found that 70 (71.4%) students responded that the dictionaries they owned were recommended by the teachers, 15 (15.3%) students responded that the dictionaries they owned were

recommended by the friends, 5 (5.1%) students responded that the dictionaries they owned were advised by shopkeepers, 1 (1%) students responded that the dictionary he owned was received as a gift, 7 (7.2%) students responded that the dictionaries they owned were their own choice.

Regarding the purpose of the dictionary use it was found that 128 (80%) students were using dictionaries for meanings of words, 64 (40%) students were using for pronunciation, 20 (12.5%) students were using for spelling, 10 (6.2%) students were using for etymology, 20 (12.5%) students were using for syllabification, 36 (22.5%) students were using for grammatical information and 14 (8.7%) students were using for idioms and phrases, 9 (5.6%) students were using for vocabulary learning, and 32 (20%) students were using for definition.

Regarding the type of information, they asked from their teachers, it was reported that 120 (75%) students asked meanings, 38 (23.7%) students asked pronunciation, 20 (12.5%) students asked type of dictionary they should use, 14 (8.7%) students asked about symbols used in dictionaries, 22 (13.7%) students asked how to use certain dictionaries.

Regarding the type of information, they asked from their fellows, it was found that 136 (85%) students asked about meanings of words from their fellows, 70 (43.7%) students pronunciation of words, 48 (30%) students type of dictionary they should use, 22 (13.7%) students asked symbols used in dictionaries, and 16 (10%) students how to use certain dictionaries. Regarding the type of information, they asked from their teachers it was discovered from the information provided by the students that 106 (66.2%) students asked about meanings of words from their English teachers, 80 (50%) students pronunciation of words, 40 (25%) students type of dictionary they should use, 36 (22.5%) students asked symbols used in dictionaries, and 18 (11.2%) student show to use certain dictionaries.

Regarding the type of information, they asked from their family members, it was found that that 100 (62.5%) students asked about meanings of words from members of their families, 52 (32.5%) students pronunciation of words, 28 (17.5%) students type of dictionary they should use, 18 (11.2%) students asked symbols used in dictionaries, and 18 (11.2%) how to use certain dictionaries.

Regarding dictionary training it was reported that 58 (36.25%) students had been never taught about the dictionary use in class, 48 (30%) students reported rarely taught, 48 (30%) students reported sometimes taught, 2 (1.25%) students reported often taught, 4 (2.5%) students reported always taught. About the number of dictionaries used, it was found that 68 (42.5%) students never use more than one dictionaries to look up the same words or phrases, 32 (20%) students rarely use, 26 (16.25%) students sometimes use, 24 (15.0%) students often use, 10 (6.25%) students always use.

About the guessing of unfamiliar words, it was found that 27 (16.87%) students never tried to guess the meanings of all the unfamiliar words, 36 (22.5%) students rarely tried, 37 (23.13%) students sometimes tried 22 (13.75%) students often tried, 38 (23.76%) subjects always. About the writing of the meanings of words or phrases, it was found that 75 students never used special note book to write meanings of words or phrases, 31 students rarely used, 37 students sometimes used, 17 students often used and no one of the subjects always used.

In response of 'where they use dictionary?' the results show that 50 (31.2%) students never used, 16 (10%) students rarely used, 52 (32.5%) students sometimes used, 34 (21.3%) students often used, 8 (5%) students always used dictionaries during their nursing classes. The second statement was about the students' use of the dictionaries in their hospital library. When the responses of the students were analyzed statistically it was found that 128 (80.0%) students never used, 12 (7.5%)

students rarely used, 10 (6.3%) students sometimes used, 6 (3.7%) students often used and 4 (2.5%) students never used dictionaries available in the hospital library.

Regarding the teachers' guidance in dictionary use, it was found that, 39 (24.4%) students responded that their nursing teachers never helped them, 15 (9.3%) students responded that they rarely helped, 38 (23.8%) students admitted that they sometimes helped, 29 (18.1%) students responded that they often helped and 39 (24%) students always helped them in grammar. In case of pronunciation, 41 (25.6%) students reported their nursing teachers never helped, 9 (5.7%) students reported rarely helped, 34 (21.2%) students reported sometimes helped, 42 (26.3%) students reported often helped, and 34 (21.2%) students reported that their language teachers always helped. In case of meaning, 34 (21.2%) students reported that their nursing teachers never helped, 22 (13.7%) students reported rarely helped, 38 (23.8%) students reported sometimes helped, 28 (17.5%) students reported often helped, 38 (23.8%) students reported always helped. As for help in case of spellings is concerned, 30 (18.78%) students reported that their nursing teachers never helped, 24 (15%) students reported rarely helped, 30 (18.8%) subjects reported sometimes helped, 45 (28.1%) students reported often helped, 31 (19.3%) students reported always helped.

**4.1.3 Section Three: Students' Views**

Statements	Agreed		Disagreed		I didn't know	
	No. of students	% of students	No. of students	% of students	No. of students	% of students

1.It is important for nursing students to use dictionaries in their nursing study.	127	79.3	15	9.4	18	11.3
2.All dictionaries contain the same information.	53	33.1	67	41.9	40	25.0
3.Nursing students need to refer to a dictionary when they write in English.	103	64.4	34	21.3	23	14.3
4.To depend on one dictionary is not enough.	104	65.0	46	28.8	10	6.2
5.Nursing students can study their textbooks without using dictionaries.	52	32.5	90	56.3	18	11.2

6.Nursing students should be allowed to use dictionaries during nursing examinations.	99	61.9	30	18.8	31	19.3
7.Nursing students should be allowed to use dictionaries during English language examinations.	100	62.50	33	20.6	27	16.9
8.It is better for nursing students to learn English through nursing text/subjects.	82	51.2	52	32.5	26	16.3
9.Nursing students should avoid using pocket dictionaries.	58	36.2	88	55.0	14	8.8

10.It is important for nursing students to use a medical/nursing dictionary in their study.	82	51.3	58	36.2	20	12.5
11.Dictionary you are using now for your study is useful for you.	111	69.3	28	17.5	21	13.2
12.Dictionary use is an interesting activity.	110	68.7	31	19.4	19	11.9

Table 1 Students’ response

For statement one, it was found that 127 (79.3%) students were agreed that it was important for them to use dictionaries in their study, 15 (9.4%) students disagreed, and 18 (11.3%) students didn’t know. For statement two, it was found that 53 (33.1%) students agreed that all dictionaries contained the same information, 67 (41.9%) students disagreed, and 40 (25.0%) students didn’t know. For statement three, it was found that 103 (64.4%) students agreed that nursing students need to refer to a dictionary when they write in English., 34 (21.3%) students disagreed, and 23 (14.3%) students didn’t know. For statement four, it was found that 104 (65.0%) students agreed that to depend on one dictionary is not enough, 46 (28.8%) students disagreed, and 10 (6.2%) students didn’t know.

For statement five, it was found that 52 (32.5%) students agreed that nursing students can study their textbooks without using dictionaries, 90 (56.3%) students disagreed, and 18 (11.2%) students didn't know. For statement six, it was found that 99 (61.9%) students agreed that nursing students should be allowed to use dictionaries during nursing examinations, 30 (18.8%) students disagreed, and 31 (19.3%) students didn't know. For statement seven, it was found that 100 (62.5%) students agreed that nursing students should be allowed to use dictionaries during English language examinations., 33 (20.6%) students disagreed, and 27 (16.9%) students didn't know about this. For statement eight, it was found that 82 (51.2%) students agreed that it is better for nursing students to learn English through nursing text/subjects, 52 (32.5%) students disagreed, and 26 (16.3%) students didn't know about this. For statement nine, it was found that 58 (36.2%) students agreed that nursing students should avoid using pocket dictionaries, 88 (55%) students disagreed, and 14 (8.8%) students didn't know.

For statement ten, it was found that 82 (51.2%) students agreed that it is important for nursing students to use a medical/nursing dictionary in their study, 58 (36.3%) students disagreed, and 20 (12.5%) students didn't know. For statement eleven, it was found that 111 (69.3%) students agreed that dictionary they are using now for their study is useful for them, 28 (17.5%) students disagreed, and 21 (13.2%) students didn't know. For statement twelve, it was found that 110 (68.7%) students agreed that dictionary use is an interesting activity, 31 (19.4%) students disagreed, and 19 (11.9%) students didn't know about this.

#### **4.1.4 Section Four: Students' Needs**

In this section, students were asked about the areas in which they need help with English. This question had four parts (A, B, C, D).

**Part A** asked the students, if they need help with English to understand spoken English used during lectures, seminars, hospital rounds, and giving an oral examination. The graph below shows the results in terms of students' percentage.

It was found that during lectures 13 (8.1%) students did not need help, 27 (16.9%) students needed little help, 57 (35.6%) students needed medium help, 35 (22.5%) students needed much help 27 (16.9%) students needed great help with English. It was found that during seminars 16 (10%) students did not need help, 31 (19.3%) students needed little help, 35 (21.9%) students needed medium help, 51 (31.9) students needed much help, 27 (16.9%) students needed great help with English during lectures. It was seen that during hospital rounds 15 (9.4%) students did not need help, 29 (18.1%) students needed little help, 60 (37.5%) students needed medium help, 27 (16.9%) students needed much help 29 (18.1%) students needed great help with English during lectures.

It was found that during oral examination 13 (8.1%) students did not need help, 15 (9.4%) students needed little help, 41 (25.6%) students needed medium help, 37 (23.1%) students needed much help, 54 (33.8%) students needed great help with English during lectures.

**Part B** asked the students if they need help with English to understand written English used in textbooks, teacher handouts, scientific journals, and written examinations. The results are shown in the graph below in terms of students' percentage. It was found that to understand written English used in textbooks 9 (5.6%) students did not need help, 35 (21.9%) students needed little help, 44 (27.5%) students needed medium help, 41 (25.6%) students needed much help, 31 (19.4%) students needed great help with English. It was found that to understand written English used in teacher handouts 16 (10%) students did not need help, 34 (21.2%) students needed little help, 51 (31.9%) students needed medium help, 38 (23.7%) students needed much help, 21 (13.2%) students needed great help with English. It was found that to

understand written English used in scientific journals 10 (6.2%) students did not need help, 21 (13.2) students needed little help, 55 (34.4%) students needed medium help, 49 (30.6%) students needed much help, 25 (15.6%) students needed great help with English. It was found that to understand written English used in written examination 25 (15.6%) students did not need help, 19 (11.9%) students needed little help, 39 (24.4%) students needed medium help, 40 (25%) students needed much help, 37 (23.1%) students needed great help with English.

**Part C** asked the students if they need help with English while writing research essays, technical reports, nursing care plans, and answer in written examinations. The results are shown in terms of students' percentage in the graph below. It was found that while writing research essays 17 (10.6%) students did not need help, 27 (16.9%) students needed little help, 53 (33.1%) students needed medium help, 32 (20%) students needed much help, 31 (19.4%) students needed great help with English. It was found that while writing technical reports 16 (10%) students did not need help, 28 (17.5%) students needed little help, 57 (35.6%) students needed medium help, 35 (21.9%) students needed much help, 24 (15%) students needed great help with English. It was found that while writing nursing care plans 12 (7.5%) students did not need help, 19 (11.9%) students needed little help, 57 (35.6%) students needed medium help, 47 (29.4%) students needed much help, 25 (15.6%) students needed great help with English. It was also found that while writing answer in written examinations 17 (10.6%) students did not need help, 14 (8.8%) students needed little help, 49 (30.6%) students needed medium help, 36 (22.5%) students needed much help, 44 (27.5%) students needed great help with English.

**Part D** asked the students if they need help with English while speaking during lectures, seminars, hospital rounds, and giving an oral presentation. Graph below shows the results in terms of students' percentage. It was found that for speaking during lectures 17 (10.6%) students did not need help, 43 (26.9%) students

needed little help, 41 (25.6%) students needed medium help, 30 (18.8%) students needed much help, 29 (18.1%) students needed great help with English. It was found that for speaking during seminars 19 (11.9%) students did not need help, 24 (15%) students needed little help, 43 (26.9%) students needed medium help, 47 (29.4%) students needed much help, 27 (16.8%) students needed great help with English. It was noted that for speaking during hospital rounds 14 (8.7%) students did not need help, 36 (22.5%) students needed little help, 43 (26.9%) students needed medium help, 39 (24.4%) students needed much help, 28 (17.5%) students needed great help with English. It was found that for speaking during giving an oral presentation 14 (8.7%) students did not need help, 16 (10%) students needed little help, 42 (26.3%) students needed medium help, 45 (28.1%) students needed much help, 43 (26.9%) students needed great help with English.

**Q. 28** asked the students how much help they needed, speaking about nursing topics, writing about nursing topics, understanding spoken text about nursing topics, understanding written text about nursing topics. Graph below shows the findings in terms of students' percentage. It was found that for speaking about nursing topics 17 (10.6%) students did not need help, 30 (18.8%) students needed little help, 46 (28.7%) students needed medium help, 35 (21.9%) students needed much help, 32 (20%) students needed great help with English. It was found that for writing about nursing topics 12 (7.5%) students did not need help, 22 (13.7%) students needed little help, 62 (38.8%) students needed medium help, 28 (17.5%) students needed much help, 36 (22.5%) students needed great help with English. It was found that for understanding spoken text about nursing topics 15 (9.4%) students did not need help, 25 (15.6%) students needed little help, 47 (29.4%) students needed medium help, 36 (22.5%) students needed much help, 37 (23.1%) students needed great help with English. It was found that for speaking understanding written text about nursing topics. 19 (11.9%) students did not need help, 12 (7.5%) students needed little help, 45 (28.1%)

students needed medium help, 40 (25%) students needed much help, 44 (27.5%) students needed great help with English.

#### **4.1.5 Section Five: Students' Problems and Difficulties**

This section consisted of two questions (Question 29, 30). In Both the questions the students were asked to tick more than one boxes if they wish.

**Q. 29** asked the students if they had problems in the six areas included in the questionnaire when they use dictionaries. Table below shows the real situation in terms of students' percentage.

Table 2 Difficulties of students in using dictionaries

Problems faced by students	Number of students	% of students
Looking up meanings	54	33.7
Understanding pronunciation	98	61.2
Understanding grammatical information	70	43.7
Looking up synonyms/antonyms	50	31.2
Understanding symbols	76	47.5
In understanding idioms/phrases	69	43.1

It was found that 54 (33.7%) students faced problems in looking up meanings, 98 (61.2%) students in understanding pronunciation, 70 (43.7%) students in understanding grammatical information, 50 (31.2%) students in looking up synonyms/antonyms, 76 (47.5%) in understanding symbols, 69 (43.1%) in understanding idioms/phrases.

**Q.30** asked the students, if they face difficulty /difficulties in the use of dictionaries due to a cause/causes described in the questionnaire. Table below presents the real situation in terms of students' percentage.

Table 3 Students' difficulties in the use of dictionaries

Difficulties faced by the students	Number of students	% of students
lack of skill in dictionary use	70	43.7
lack of training in dictionary use	85	53.1
high prices of dictionaries	47	29.3
dictionary use was boring activity	36	22.5
teachers do not encourage dictionary use	72	45.0

It was found that 70 (43.7%) students faced difficulty due to lack of skill in dictionary use, 85 (53.1%) students due to lack of training in dictionary use, 47 (29.3%) students due to high prices of dictionaries, for 36 (22.5%) student dictionary use was boring activity, 72 (45%) students faced difficulty as their teachers didn't encourage them to use dictionaries.

#### **4.1.6 Section Six: Students' Comments**

**Q. 31** asked the students to give their comments if they wished. Only seven students gave their comments as described under.

1. Nursing is vast area of knowledge. English learning and understanding is very necessary to understand nursing the textbooks. Without use of the dictionary it is not be possible to understand the nursing textbooks thoroughly. Our teachers should teach us about the dictionary usage and tell us about on line dictionaries. Dictionary is very interesting for getting knowledge. We wish to use dictionary daily. This research is a good effort and it will be helpful to improve dictionaries further.

2. Use of the dictionary can improve speaking skill.
3. Use of the dictionary is very necessary to understand the terms used in the nursing textbooks.
4. Use of dictionary is a good habit. Meaning and symbols in dictionary must be made easy.
5. Dictionary is a very good approach to understand meaning, pronunciation, and word in detail. Every student must use dictionary.

## **5.CONCLUSION AND RECOMMENDATIONS**

We started the research on the assumption that little tendency is found among learners in the use of the dictionary. After the responses of the students were collected and expressed them statistically proved my point of view. It seemed me good to give my own recommendation about the various responses of students. These recommendations will be helpful for lexicographers and teachers.

It was found that 70 (71.4%) subjects responded that their teachers recommended the dictionaries they were using. One of the students commented that many nursing terms are not present in general dictionaries and there should be specialized dictionary for nurses. Our suggestion to teachers is that they must make a complete survey of the dictionaries available, and after making thorough study should recommend dictionaries. It was found that 128 (80%) students were using dictionaries to look up meanings. We recommend that all possible meanings of a word must be included in the dictionaries and meaning should be clear.

We found that 8 (36.25%) students responded that they were never taught, 48 (30.0%) students responded that they were rarely taught, 48 (30.0%) students responded that they were sometimes taught, 2 (1.25%) students responded that they were often taught, only 4 (2.5%) students responded that they were always taught about the use of dictionaries in their classes. 70 (43.7%) students reported that they are not skilled

in the use of dictionaries and 85 (53.1%) students reported that they had got no training in dictionary use.

In this regard, we recommend that a compulsory chapter about the use of dictionary must be included in the English book for nursing students and English language teachers should pay full attention to teach students the use of dictionaries. It was found that 50 (31.25%) subjects never use, 16 (10.0%) subjects rarely use, 52 (32.50%) subjects sometimes use, 34 (21.25%) subjects often use, 8 (5.0%) subjects always use dictionaries during their nursing classes.

The responses of the subjects about the use of dictionaries in the hospital library showed that 128 (80.0%) subjects never used, 12 (7.5%) rarely used, 10 (6.25%) sometimes used, 6 (3.75%) often used and 4 (2.5%) never used dictionaries available in the hospital library. 72 (45%) Students also reported that their teachers do not encourage them in dictionary use. The situation above shows that a great number of students do not use dictionaries particularly in the hospital library. Our recommendation is that teachers should teach the students importance of dictionaries in their study and encourage the students to use dictionaries available in the hospital library.

It was found that 91 (56.87%) students never referred, 13 (8.125%) students rarely referred, 39 (24.375%) students sometimes referred, 9 (5.625%) students often referred and only 8 (5%) students always referred to the introductory pages of dictionaries.

The above situation indicates that majority of the students never referred to the introductory pages of the dictionary. I recommend that lexicographers must exert their efforts fully to make introductory pages of dictionaries fascinating for the students and in every type of dictionary introductory pages must be included, because without referring to introductory pages of dictionaries students cannot get maximum benefit of dictionaries. It was found that 99 (61.87%) subjects agreed that should be

allowed to use dictionaries during their nursing examinations and 100 (62.5%) subjects agreed that should be allowed to use dictionaries during their English language examinations.

We recommend that to facilitate the students during nursing their examinations and English language examinations they must be allowed to use dictionaries. It was found that nearly all the students agreed that they needed help (varying from little need to great need) with English for understanding spoken English used during( lectures, seminars, hospital rounds, oral examinations), for understanding written English used in(assigned text books, teacher handouts, scientific journals, written examinations), for writing(research essays, technical reports, nursing care plans, answer in written examinations), for speaking (during lectures, during seminars, during hospital rounds, giving an oral presentation).

We recommend, that in all these areas English language teachers should pay full attention, to equip the students with English they needed to perform different functions. As students needed English for speaking it is recommended that spoken English courses are inevitable for the students. The responses of the students showed that 54 (33.7%) students faced problems in looking up meanings. For problem of looking up meaning, proper training about dictionary use should be made compulsory. 98 (61.2%) students reported that they face problem in understanding pronunciation. Despite facing problem 64 (40%) students were still using dictionaries only for pronunciation.

We recommend that lexicographers should present pronunciation in simple English in dictionaries.70 (43.7%) students reported that they face problem in understanding grammatical information, while 36 (22.5%) students were using dictionaries for grammatical information. I recommend that lexicographers should include detailed grammatical information in dictionaries, and at the same time English language teachers should pay full heed to teach grammar to students.76

(47.5%) students faced problem in understanding symbols. It is up to lexicographers that symbols with their detailed explanation should be included in the introductory pages of dictionaries.

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