



Pattimura Excellence Journal of Language and Culture
(PEJLaC)

URL: <https://ojs3.unpatti.ac.id/index.php/pejlac/index>

ISSN: 2808-2265

DOI: <https://doi.org/10.30598/PEJLaC.v2i2.pp134-142>



**The Analysis of Components on Monolingual Spanish Learner's Dictionaries
for Foreign Students**

Arthit Jittho ^{1,*}



¹Khon Kaen University Khon Kaen, Thailand

¹Khon Kaen University Khon Kaen,
Thailand

Received : 18th October 2022
Revised : 22th November 2022
Published : 20th December 2022

Corresponding author: *Email: arthji@kku.ac.th

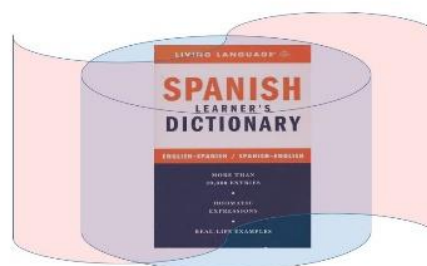
Abstract

Dictionaries have been considered as one of major tools for foreign language learning. So, this study aimed to analyze the main elements of monolingual Spanish learner's dictionaries for foreign students. The study used the comparative study approach to examine components of each dictionary in making the acquaintance of their key components used in three Spanish studied dictionaries, namely, 1.) Diccionario para la Enseñanza de la Lengua Española (DIPELE), 2.) Diccionario Salamanca de la Lengua Española (DSLE), 3.) Diccionario Español para Extranjeros (DEESM). The analysis was applied to the search mode, the selection of corpus, provided grammatical notes and other useful features in the three dictionaries. The results revealed that all of the analyzed dictionaries possess some key features in common designed to enhance language learning and some of them provided some helpful language advice.

Keywords: monolingual Spanish dictionaries, learner's dictionaries, dictionaries for foreign students.

The significant finding:

All of the analyzed dictionaries possess some key features in common designed to enhance language learning and some of them provided helpful languages advice.



ARTICLES

I. INTRODUCTION

There are various kinds of language learning tools available nowadays that L2 learners can use while they are learning their new languages. The dictionary, obviously, is one of the most traditional tools from the past to the present that has been utilized by both native and non-native language students. According to Cook, in the era of science and technology, especially, it is necessary that people should have ability to deal with foreign language and this is the reason why the existence of a dictionary is a must when there is a need to read or write (Ref. 2001).

Although there are many dictionaries offered in the market, some would be appreciated for a particular person and some would not. Each learner needs different types

of information and this is the reason why we should know what dictionary we should choose in order to get the most benefits of this kind of language learning tool. Knowing only types of dictionaries might not be enough, the sorts of information provided in a dictionary is indispensable for the user. Therefore, the analysis of components of dictionary should be conducted in order to help language learners find a suitable for them.

Dictionaries and Language Learning

There are various factors which come into play in the learning process of foreign language. Without a doubt, the dictionary is considered as one of the primary tools for students in their process of assimilation of a non-mother tongue language. **Moreno**

Fernández (1996) indicated that the dictionary is one of the instruments which have played an essential role for learning languages (both foreign language and native language) together with the support of the teacher and the manuals. Consequently, this supportive language device is an important part in the teaching and learning process of Spanish as foreign language. According to **Boulton and De Cock (2017)**, dictionaries are considered as one of the most useful materials at L2 learners', and teachers', disposal. **Chi (2013)** indicated that it is true that a dictionary contains within itself the idea of being a didactic work as the need of using a dictionary by any user is to learn something about a word or expression (meaning, use, orthography, etc.) Despite having several kinds of reference books, an important question arises: what type of dictionary is designed for foreign students who are learning Spanish?

According to the online Cambridge Dictionary (n.d.), *dictionary* means "a book that contains a list of words in alphabetical order and explains their meanings, or gives a word for them in another language; an electronic product giving similar information on a computer, smartphone, etc.". In other words, this type of lexicographical work denotes a repertoire of words, traditionally organized alphabetically, and offer lexical equivalent in one or more languages.

From the linguistic point of view, the dictionary possesses two basic functions. First, the dictionary can be used as a decoding instrument, that is to say, it can be very useful when one needs to know the meaning of a word in a certain language. It also can be used in any activity that has to do with the oral and written comprehensions. Second, the dictionary can

then be used as a coding tool which provides information about the use of words in both oral and written activities. It may therefore be concluded that the dictionary can be used as a reference book and, at the same time, a learning book.

Learning a word is not only to understand its meaning, but also its grammatical and pragmatical use, so that we can create correctly any particular sentence. According to **Pérez Basanta (1995)**, learning about a word is learning about: 1) its oral and written forms; 2) its grammatical use; 3) its lexical solidarity (restrictions in its use and its most common non-fixed combinations); 4) its function and its use in a specific situation; 5) the different levels of meaning in relation to the above; 6) the semantic relationships with other words; 7) the differences between words that have the same formal structure; and 8) the recognition and the generation of words through the mechanics of word formation.

According to **Bogaards (1988)** and **Battenburg (1991)**, who investigated about the use of dictionaries in classroom activities, the dictionaries are used most often in written activities, moreover, they suggested that the students are likely to use dictionaries in activities related to comprehension of language than other activities related to the production of language. Furthermore, dictionaries played the important role in the field of translation. It is evident that the use of dictionaries is greater in the decoder activities from L2 to L1.

Types of Dictionaries in Language Learning

According to **Moreno Fernández (1996)**, dictionaries provide 2 basic functions in language learning; on the one hand, dictionaries can be used as a decoder instrument, in other

words, it can be useful when one wants to know the meaning of a word; on the other side, dictionaries can serve as an encoder instrument, that is to say, they provide information about the use of the words in both oral and written learning activities. **Josefa Martín García (1999)**, suggested 6 types of class activities in relation to the use of dictionary which are: 1) writing decoding (reading); 2) writing encoding (writing); 3) oral decoding (oral comprehension); 4) oral encoding (oral expression); 5) decoding of L2 (translation from L2 to L1) and; 6) encoding of L2 (translation from L1 to L2). Therefore, using one type of dictionary is not enough in every kind of class activities for language learning.

Bilingual dictionary

Normally, this kind of dictionary is most frequently used by students of foreign languages than the monolingual one because it is ready to use in decoding activities. The information provided in the bilingual dictionary encourages activities of comprehension. **Bogaards (1991)**, suggested that the use of a bilingual dictionary is useful in the translation and much less in terms of learning vocabulary. However, it is more practical using a monolingual dictionary for learning vocabulary.

In general, the bilingual dictionary is used with two purposes; the first one is the comprehension of texts in the source language; the second one is to produce texts in the target language. Accordingly, it is evident that the bilingual dictionary is managed principally as instrument for the translation. Even though, this type of dictionary is created for the translation, this does not mean that the bilingual dictionary can provide all of the equivalents of the

geographical differentiated lemmas which exist in the target language (**Ref. of Haensch, Werner, Ettinger, & Wolf**).

According to **Josefa Martín García (1999)**, there are disadvantages of the bilingual dictionary; 1) it cannot be used as encoding instrument or for production; 2) it cannot be used in the learning of vocabulary; 3) the information provided is not sufficient for the necessity of learning a foreign language; 4) it cannot be consulted for any student because it is designed for users whose mother tongue is the source language; 5) it can pose a problem due to the lack of semantic equivalent in the polysemic words.

Monolingual dictionary

The monolingual dictionary is exceptionally beneficial for learning a foreign language, since this type of dictionary, while using it, forces the learner to reflect about the use of the word. So, the consultation takes more time than the use of the bilingual one. It is necessary to have some certain training to be able to manage the monolingual dictionary efficiently (**Alvar Ezquerro 1981; Battenburg 1991; Fernández de Bobadilla; 1995**).

One of the advantages of this kind of dictionary is that it offers extra linguistic information which encourages the production and comprehension of grammatically correct statements. **Barnhart (1962)** suggested that the information most sought by users who use the monolingual dictionary is; firstly, the meaning of words; secondly, the orthography and the pronunciation. However, the least sought elements are; the synonyms, the observations on its use and the etymology.

There are advantages for using the monolingual dictionary (Josefa Martín García, 1999); 1) it can be used as encoding instrument and for learning a foreign language; 2) it can be used in the activities of production; 3) it can be used in the vocabulary learning; 4) it offers a lot of linguistic information which can be very useful for foreign students; 5) the synonyms, the paraphrases can be learnt while using it because the definitions or explications are produced in the target language; 6) it can be consult by any student (both native and foreign student).

II. METHODOLOGY

Having known that the monolingual learner dictionary is indispensable in the learning of foreign language, the main objective of this current study is aimed at getting to know, mainly to students who learn Spanish as their foreign language, the contents or the components of the monolingual Spanish learner's dictionaries (MSLDs). When consulting them, they know how to use and also realize what kind of information is provided inside. However, with this study, it is not intended to offer any type of lexicographical works nor to show how to be a model of how to make an ideal monolingual dictionary for foreign students. The analysis of characteristics and functions of the MSLDs that are available on the market is the main interest of this work.

The MSLDs which were selected to be analyzed are; 1.) Diccionario para la Enseñanza de la Lengua Española (DIPELE), 2.) Diccionario Salamanca de la Lengua Española (DSLE), 3.) Diccionario Español para Extranjeros (DEESM). These three MSLDs

were chosen to the analysis because they, as specified each dictionary, are designed for foreign students of Spanish. The analysis was conducted into these four (tables) following parts; search moods; selection of corpus; grammar notes and other additional features.

Table 1. Analysis of the characteristics of MSLDs Search Mode

	Dictionaries		
	DIPELE	DSLE	DEESM
Arrange ment system	International alphabetical order	Internati onal alphabet ical order	Internati onal alphabeti cal order
Words with graphical accent (e.g.: fútbol, chófer, vídeo)	Those which do not come with graphical accent appear in the first order.	There are only words with graphica l accent in the dictionar y.	Those which do not come with graphical accent appear in the first order.
Words with more than one form (e.g.: <i>sicología</i> and <i>psicología</i>)	Both forms of words appear in the dictionary. Each form also refers to the other.	Both forms of words appear in the dictionar y, but the least used form remains without definitio ns and refers the most used form.	Both forms of words appear in the dictionar y, but the least used form remains without definitio ns and refers the most used form.
Literacy of the abbreviat	There are no abbreviations nor acronyms	Abbrevi ations and	Abbrevia tions and acronym

ions and acronyms	provided in this dictionary.	acronyms are included.	s are included.
Locutions	Locutions are searched by the following order: noun, verb, adjective, adverb and preposition.	Locutions are searched by any of key words (noun, adjective and verb)	Locutions are searched by the following order: noun, verb, adjective, pronoun, adverb.

Table 2. Selection of corpus

	Dictionaries		
	DIPELE	DSLE	DEESM
Neologisms	x	√	√
Americanisms	√	√	√
Locutions	√	√	√
Acronyms and abbreviations	x	√	√
Prefixes and suffixes	x	√	√
Indications of irregular verb forms	x	x	√
Superlative irregulars	x	x	√

Antonyms and synonyms	√	√	√
-----------------------	---	---	---

Table 3. Grammar Notes

	Dictionaries		
	DIPELE	DSLE	DEESM
Orthographical information	- Notices about other homophones	-notice about other homophones	-notice about other homophones
Morphological information	-Notice about preferred and plural noun -Gender variation -Notice about different forms of spelling of one word (e.g. psicología/sicología) - Notice about the preferred use recommended by la Real Academia Española - information about the verbal conjugation	-Notice about preferred and plural noun -Gender variation -Notice about different forms of spelling of one word (e.g. psicología/sicología) - Notice about the preferred use recommended by la Real Academia Española - information about the verbal conjugation	-Notice about preferred and plural noun -Gender variation -Notice about different forms of spelling of one word (e.g. psicología/sicología) -notice about words from the same family of the lemma - information about the verbal conjugation

Syntactic information	- prepositional regime	- prepositional regime	- prepositional regime
	- construction of adjectives as attributes with the use of verbs ser/estar	-position of adjectives in relation with the substantive - construction of adjectives as attributes with the use of verbs ser/estar -countable and uncountable	- construction of adjectives as attributes with the use of verbs ser/estar

Drawings, illustrations	√	x	√
Models of conjugation	√	√	√
Grammatical rules (as appendix)	√	x	x
Information about the Spanish alphabet	√	√	√
Guide of conversation	x	x	√

III. FINDINGS AND DISCUSSION

3.1. Search moods

As to the search moods, all of the MSLDs use the international alphabetical order as their arrangement system. To search for words with graphical accent, words which do not come with graphical accent appear in the first order in the DIPELE and the DEESM, meanwhile there are only words with graphical accent appear in the DSLE. With regard to words with more than one form, all of the word forms appear in all of the three dictionaries; however, in the DSLE and the DEESM, the least used form remains without definitions and refers the most used form, whereas in the DIPELE, each word form refers to each other. Concerning the literacy of the abbreviations and acronyms, both of the DSLE and the DEESM provide the search of abbreviations and acronyms; nevertheless, abbreviations and acronyms are not included in the DIPELE. As regards the locutions, all of the three dictionaries provide the searching of locutions.

Table 4. Other additional features

	Dictionaries		
	DIPELE	DSLE	DEESM
Hyphenation	√	x	√
Phonetical transcription	√	x	x
Word family	x	x	√
Notices about possible confusions	√	√	√
Examples of word use	√	√	√

3.2. Selection of corpus

In relation to the selection of corpus, all of the dictionaries share some common selection of corpus. However, each of them also delivers some different aspects of the selection. Regarding the neologisms, the DSLE and the DEESM offers the neologisms in the dictionaries whereas the DIPELE does not. Three of them include the Americanisms in the dictionaries. The locutions are also found in all of the MSLDs. The acronyms and abbreviations are only found in the DSLE and the DEESM and this is the same as the case of prefixes and suffixes. The only dictionary which includes indications of irregular verb forms and superlative irregular forms is the DEESM. The antonyms and synonyms are included in all of the MSLDs.

3.3. Grammar notes

Concerning the grammar notes, all of the MSLDs share all the orthographical, morphological and syntactic information. However, some of them provide more details about grammatical rule in Spanish. In relation to the orthographical information, all of the MSLDs include the notices about homophones.

Regarding the morphological information, there are some notices which all of them share in common: notices about preferred plural forms; gender variation; notices about different forms of spelling of one word; information about the verbal conjugation. The notices about origins of neologisms are included in the DIPELE and the DSLE. The only dictionary which provides notices about the preferred use recommended by la Real Academia Española is the DIPELE. The notices about singular and plural forms are found in the DSLE. The only dictionary which provides the

grammar notes about words from the same family of the lemma is the DEESM.

As to the syntactic information, three of them all provide the prepositional regime and also the construction of adjectives as attributes with the use of the verbs *ser/estar*. The DSLE is the only dictionary which provides the grammar notes about the position of adjectives in relation to the substantive. Likewise, the countable and uncountable nouns are only found in the DSLE.

3.4. Other additional features

Other additional features, which are included in the three analyzed MSLDs, are also useful for foreign students of Spanish. The hyphenation is provided in the DIPELE and the DEESM. The phonetical transcription can only be found in the DIPELE. The only MSLD which provide the word family information is the DEESM. The notices about possible confusions and the example of word use are found in all of MSLDs. The only dictionary which contains drawing or illustrations is the DSLE. All of the three dictionaries provide the models of verb conjugation. The DIPELE is the only MSLD which contains grammatical rules as appendix. The DIPELE and the DEESM give information about the Spanish alphabet. The only MSLD which gives guide of conversation is the DEESM.



IV. CONCLUSION AND SUGGESTION

According to the analysis, all the dictionaries contain some key features to encourage the learning of Spanish. All of these three dictionaries are designed especially for foreign students who want to learn Spanish as we can see in the elements such as; notices about possible confusions, examples of word

use, models of verb conjugation and etc. The mentioned features are essential for the students which should not be excluded from any of the MSLDs. However, some of them offer special kinds of information which could be helpful for some students. Besides, knowing the supportive elements or what is inside the dictionary is always useful. The users of the dictionary should realize about how to choose the appropriate dictionary for them too. Moreover, it is very important to know how to use it properly to get the most benefit of this kind of learning instrument.

REFERENCES

1. Alvar Ezquerra, Manuel, (1981): "Los diccionarios bilingües: su contenido", *Lingüística Española Actual*, 3/1, págs. 175-196. Reimpreso en M. Alvar Ezquerra, 1993, *Lexicografía Descriptiva*, Bibliograf, Barcelona, p. 145-164.
2. Alvar Ezquerra, M. (1993). *Lexicografía descriptiva*. Vox Bibliogra.
3. Battenburg, John, D., (1991): "*English Monolingual Lerner's Dictionary*", Max Niemeyer, Tubinga.
4. Bogaards, Paul, (1988): "A propos de l' usage du dictionnaire de langue étrangère", *Cahiers de Lexicologie*, 52/1, p. 131-152.
5. Bogaards, Paul, (1991): "Dictionnaires pédagogiques et apprentissage du vocabulaire", *Cahiers de Lexicologie*, 59/2, p. 93-107.
6. Boulton, Alex & De Cock, Sylvie. (2015). Dictionaries as aids for language learning. In P. Hanks & G. M. de Schryver (Eds.), *International Handbook of Modern Lexis and Lexicography* (pp. 1-17). Berlin: Springer.
7. Cambridge Dictionary. (n.d.). Citation. In Cambridge Dictionary. Retrieved February 2, 2022 from <https://dictionary.cambridge.org/>
8. Chi, A. (2013). Researching pedagogical lexicography. In P. Jackson (Ed.), *The Bloomsbury Companion to Lexicography* (pp. 165-187). Bloomsbury Publishing Plc.
9. Cook, Vivian. (2001). *Using the first Language in The Classroom*. Canada: Canadian Modern Language.
10. Fernández de Bobadilla, Natividad, (1995): "El diccionario como instrumento de apoyo en la enseñanza de una segunda lengua", *Aspectos de la enseñanza de lenguas extranjeras*, Granada, p. 183-189.
11. Haensch, G., Wolf, L., Ettinger, S., Werner, R., (1982): "La lexicografía: de la lingüística teórica a la lexicografía práctica", Gredos, Madrid, p. 285-294.
12. Josefa Martín, G. (1999): [El diccionario en la enseñanza del español](#). Arco Libros.
13. Moreno Fernández, F. (1996): "El diccionario y la enseñanza del español como lengua extranjera" *Cuadernos Cervantes*.
14. Pérez Basanta, C. (1995): "La integración de los contenidos léxicos en los métodos comunicativos: una cuestión pendiente" en Juan de Dios Luque Durán y Antonio Pamies Bertrán(eds.), *Segundas jornadas sobre el estudio y la enseñanza del léxico*, Método ediciones, Granada, p. 299- 310.

Pattimura Excellence Journal of Language and Culture	
ISSN: 2808-2265	
DOI: https://doi.org/10.30598/PEJLaC.v2.i2.pp134-142	
	<p>The Analysis of Components on Monolingual Spanish Learner's Dictionaries for Foreign Students</p> <p>Arthit Jittho ^{1*}</p>
	<p>@2022, by authors. Licensee Pattimura university publishing, Indonesia. This article is an open access article distributed under terms and conditions of the Creative Commons Attribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/)</p>