Protocol Study of the Use of Semi-Bilingual (English-English-Urdu) Dictionary

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ABSTRACT: *The paper in hand presents a research on the use and usefulness of semi-bilingual English to English and Urdu dictionary (EEUD) in Pakistan. This research is related to the theoretical lexicography as it deals with the use, users and the usefulness of dictionary. Protocol study method, in line with Diab's (1990) concept, has been applied for this study, which is qualitative in nature. However, numeric analyses have also been presented in tables and graphs to compensate the subjectivity of qualitative discussion. The participants of this research are the non-native learners of the English language studying English at the graduate level in Pakistan. The study finds that a semi-bilingual EEUD is a great source of information for the learners as most of the times the participants have successfully exploited this type of dictionary. The results also indicate that the learners need more than one dictionary in order to resolve their problems related to vocabulary. It is found in rare cases, where the learners have to fall back on the monolingual English to English dictionary. This paper is the result of one of the aspects of doctoral research conducted by the principal author under the supervision of the co-authors.*

Keywords: Lexicography, semi-bilingual dictionary, protocol method, vocabulary, dictionary use

Introduction

English, along with Urdu, enjoys the status of official language in Pakistan and it is widely used in correspondence. Dictionaries play a significant role in its learning and teaching, and learners of the English language at the advanced level in Pakistan use different types of dictionaries for decoding and encoding purposes. These dictionaries include monolingual L2-L2 (English to English) dictionary; bilingual L2-L1 (English to Urdu) dictionary; bilingual L1-L2 (Urdu to English) dictionary; and semi-bilingual L2-L2-L1 (English to English and Urdu) dictionary (henceforth EEUD).

Monolingual and bilingual dictionaries have certain limitations which pose problems for the learners. The monolingual dictionaries provide information without any reference to the indigenous language of non-native

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learners of English. As a result, the learners feel alienated from their own language and on many occasions fail to understand the meanings. On the other hand, in a bilingual dictionary, the focus is the translation of words into the indigenous language without any explanation of words in English, hindering comprehension of the target language in many ways. Both of these situations create a gap for the learners and they do not feel at ease while using either monolingual or bilingual dictionaries. In this situation, a semi-bilingual or bilingualised dictionary is rapidly gaining popularity. It can fill the existing gap engendered by the monolingual and bilingual dictionaries. In spite of the fact that semi-bilingual dictionaries are extensively used by Pakistani learners at all levels, their use and usefulness as a research area has not attracted the attention of theoretical lexicographers so far. The present research is an attempt to fill this gap.

This study is delimited to the Pakistani context. It focuses on the use of semi-bilingual EEUDs, published and currently available in Pakistan. These dictionaries, pedagogical in approach, are compiled for Pakistani learners of the English language who use Urdu as a medium of communication. The study also attempts to explore the purposes and the contexts of the use of semi-bilingual EEUD. Hartmann (1996) believes that the theoretical lexicography includes the dictionary criticism, dictionary history, dictionary typology, and dictionary use. Researchers on these areas provide foundation for the practical lexicographer to work on, improve and develop dictionaries according to the needs and requirements of general and specific users of dictionaries. The present research is concerned with the use, users and usefulness of semi-bilingual EEUD, so it falls under the domain of theoretical lexicography.

Types of Dictionaries and the Semi-bilingual Tradition

The types of dictionaries can be determined from various perspectives related to the size of the dictionary, coverage and depth of content, time reference, format and arrangement, functionality, medium of production, and level and skills of the users (Atkins and Rundell, 2008). The classification according to the language coverage distinguishes the monolingual, bilingual, multilingual, and bilingualised or semi-bilingual dictionaries. Monolingual dictionary explains the meanings of words in the same language. This is believed to be the most popular dictionary among the native speakers of any language as they typically use this dictionary for reference purposes. A bilingual dictionary involves vocabulary of two languages. The translation equivalents of one language are provided in the other language. Multilingual dictionary relates vocabularies of several languages by means of providing translation equivalents of all the languages involved. A multilingual dictionary is also termed as a 'plurilingual dictionary' (Sterkenburg, 2003, p. 409).

A semi-bilingual or bilingualised dictionary, according to Hartmann and James (2002, p. 56), 'contains headwords and definitions in one language and translation equivalents in the other language'. It combines the features of both the monolingual and bilingual dictionaries. According to Cowie (2009), the term semi-bilingual dictionary was first used by Quemada (1967), who applied it to refer to the dictionaries of vernacular–Latin of the sixteenth century. Later on, the same term was used by Kernerman publishers, who published the first semi-bilingual dictionary in Israel in January 1986. This dictionary was a Hebrew version of Oxford Student's Dictionary of Current English (1978). Since then, the terms 'semi-bilingual' and 'bilingualised' are interchangeably used for the kind of dictionary which provides the core information all in English. This consists of the headword, its part of speech, definition, example of usage, and special notes. In addition, each meaning of the headword has a brief translation in learner's native language. The result is an English-English-native-language dictionary (Kernerman, 1994). This type of dictionary is used for teaching purposes as it fulfils the needs of foreign language teachers and learners alike. It contains the advantages of monolingual learner's dictionary, combined with the native tongue translation found in bilingual dictionary. While using this dictionary, learners can deeply indulge in the English language, with active support from the mother tongue.

In a semi-bilingual EEUD, a word entry from the target language, i.e. English is defined in simple English and it is translated in the native language, i.e. Urdu, using the nearest possible equivalent word or phrase.

Literature Review

The significance of dictionaries in learning a foreign language can hardly be overlooked. Being considered a basic tool of foreign language learning, the conviction of the usefulness of dictionaries is common among lexicographers, as well as language learners themselves (Lew, 2004). Studies have shown that lexical items constitute the most problematic area in foreign language learning (Iqbal, 1992). Vocabulary poses a great deal of problems at all levels of language learning. Vocabulary is much more than learning words. It is concerned with knowing more about them. Words carry literal as well as contextual meanings. So, many words have more than one meaning (Jackson, 2002).

Research into the use of dictionary got impetus in the twentieth century and it has ever been growing more and more. However, only some of the studies related directly or indirectly to the present research are discussed here.

Barnhart (1962) conducted the first significant study in the context of dictionary use. It was based on American high school teachers' opinion about

what they considered their students did as dictionary users. Teachers were the indirect observers of their students using dictionary. Although it was an important landmark in the field of dictionary research, the study did not involve dictionary users themselves. The research which directly focused actual dictionary users was conducted by Tomaszczyk (1979), who was the first researcher to investigate dictionary needs of non-native learners of the English language. The study conducted in Polish and American contexts, involved students, teachers and translators as dictionary users. He used questionnaire as data collection tool. His study found that bilingual dictionaries were favoured exclusively by the participants.

The study conducted by Ard (1982) involved Japanese and Arab learners of English. The study aimed to determine the degree of positive or negative influence of the use of a bilingual dictionary in writing composition. The researcher used protocol method for studying the use of dictionary. This case study, limited in nature, implied students' video recorded recollections of their use of bilingual dictionaries and indicated that the use of bilingual dictionary, with few exceptions, caused certain lexical errors.

Hatherall (1984) observed dictionary users in action. Criticising popular user research methods like questionnaires and dictionary reviews mainly due to the reliability issues, he chose direct observational method, i.e. the protocol method. Although, he found that direct observational method was time consuming and somewhat limited, but in spite of its limitations, he believed that protocol method was the best method of data collection in dictionary use.

Diab (1990) conducted research into the dictionary use by nurses in Jordan. His research is unique of its type as it has been one of the pioneer works in dictionary use in the perspective of ESP (English for Specific Purposes). Like the study in hand, he also used protocol method in co-ordination with follow up interviews. Analysing the needs of nursing students, he found that they needed help for both decoding and encoding in a variety of communicative tasks. He also found that the existing English-Arabic dictionaries did not fulfil the needs of the nurses. He concluded his study by proposing a model of an ESP dictionary for Arab nurses.

Laufer and Melamed (1994) studied the differences of effectiveness of three types of dictionaries, i.e. monolingual, bilingual and bilingualised, on the comprehension and production of fifteen low frequency words in English by EFL learners. They found that "the bilingualised dictionary was significantly more effective than the other two" (Laufer & Melamed, 1994, p. 575).

Nesi and Hail (2002) conducted a research investigation into the dictionary-using habits of international students studying in medium of English at a British University. Their study was spread over three years of data collection. Their findings revealed that the participants of their study faced difficulty specifically in selecting appropriate entries and sub-entries in their dictionaries. The participants showed their satisfaction in using monolingual dictionaries.

Lew (2004) conducted a study on a broad sample of non-native English language learners as dictionary users. This study was predominately exploratory in nature which was conducted on Polish learners of English. It was carried out to find the patterns that might throw some light on the receptive dictionary use by non-native learners of the English language.

Corris, Manning, Poetsch, and Simpson (2004) investigated the use and usability of dictionaries of Australian Indigenous languages for both general speakers and the language learners. They conducted a qualitative ethnographic diagnostic observational study in three stages. Their findings showed that the users exploited dictionaries for checking spellings and for looking up the meanings of unfamiliar words. They also indicated the importance of considering both dictionary design and the needs for training on dictionary use.

Laufer and Levitzky-Aviad (2006) investigated the effectiveness of a Hebrew-English-English (L1-L2-L2) mini-dictionary, called by them as a 'Bilingual Dictionary Plus' for production in a foreign language. They found BD+ to be the best in terms of its usefulness, i.e. effectiveness for production purposes, and its usability. Their research found that both paper and electronic versions of BD+ proved to be significantly more effective than the other types of dictionaries. They strongly support BD+ and state that "in future, when more BDs+ are constructed, they will be widely used for writing in a foreign language" (Laufer & Levitzky-Aviad, 2006, p. 152).

Pujol, Corrius, and Masnou (2006) discussed the effectiveness of a new type of bilingualised dictionary, i.e. print deferred bilingualised dictionary. This dictionary was the result of a proactive project undertaken by a team of translators and EFL researchers, lexicographers and computer experts, which culminated in the publication of a new type of dictionary, the first print deferred bilingualised dictionary: the Easy English Dictionary with a Catalan-English vocabulary (EED; Pujol et al. 2004).

> According to Pujol et al. (2006) 'a print deferred bilingualised dictionary exploits the advantage of integration of a monolingual and a bilingual dictionary, and at the same time it tries to avoid the simultaneous presence of these two types of dictionaries and the

subsequent neglect of the monolingual dictionary in print immediate bilingualised dictionaries.p.212

In Pakistani context, the pioneer work involving English dictionaries was done by Iqbal (1987). His study is regarded as one of the most comprehensive researches on the use of dictionaries. After Iqbal (1987), there have been a number of linguists working on different practical and theoretical aspects of lexicography in Pakistan.

Research Methodology

Establishing a suitable methodology plays a key role in accomplishing a research task. Considering the nature of research, the present study is essentially qualitative in approach. Qualitative descriptive research uses non-quantitative methods and systematic procedures to discover non-quantifiable relationship between existing variables (Singh, 2005). However, we believe that the subjectivity of qualitative research can be compensated by the addition of data results using numeric patterns. In the present paper, the analysis of the participants' responses is also presented in percentages in order to reach objective conclusions. Further details of the research tool, participants and data collection procedure are discussed in sub-sections in the following:

Research Tool

An exhaustive protocol study has been exploited as a research tool for empirical investigation of the usefulness of semi-bilingual EEUD. This detailed and comprehensive protocol study expanded over a period of three months. Protocol as a method of data collection is basically used in Psychology research. However, this method has also been successfully applied in research about dictionary use. As discussed earlier, researchers like Ard (1982), Hatherall (1984), and Diab (1990) have successfully applied protocol methods for their studies in dictionary use. Protocol "is a direct way of observation in dictionary use" (Hatherall, 1984, p. 187). In this technique, the participants' behaviour is recorded for analysis. This technique has proved to be a more useful way of researching dictionary use in terms of its reliability and directness. Different types of protocol have been used by researchers in the past, like the think aloud method, and the diary keeping method. The 'think aloud method' requires the researchers to record thinking process of the subjects either in audio or in video. The subjects express what they think during the process of dictionary use. Another type of protocol is concerned with keeping a record in the form of diaries. In this method the participants maintain a dictionary-using diary where they keep a record of what they do every time they use a dictionary (Diab, 1990). The method of dictionary-using diaries has been used for the study in hand.

Participants

The participants of protocol study were the graduate level students of the Department of English, Bahauddin Zakariya University (sub-campus) Sahiwal, Pakistan. The principal author of this paper taught two courses at the above mentioned department. The data was collected from twelve students who voluntarily consented to participate in this study. All participants were non-native learners of the English language. They used the Urdu language in daily communication.

Data Collection

For the protocol study, a set of diaries was used. Each diary consisted of ten pages and each page was used to keep a record of one-time consultation of semi-bilingual EEUD. The participants were required to provide information about their experience of each use of a semi-bilingual EEUD. After writing the word, the participants were supposed to provide information in five sections. These sections included information about: (a) the purpose(s) for which a word was searched; (b) whether the required information was found in a semi-bilingual EEUD; (c) problems faced while consulting a semi-bilingual EEUD; (d) if the required information was not found in a semi-bilingual EEUD, whether some other type(s) of dictionary(ies) was/were consulted; (e) whether the information was found in the other type of dictionary or not. Participants were also asked to record any other observation during the whole process. They were guided about the procedural details of keeping a record of dictionary use. This guidance helped them in keeping diary updated on a regular basis. Participants could use as many diaries as they needed. It depended on the number of uses of semi-bilingual EEUD.

During the whole process of data collection, the approach has been the insider, not the outsider. This study was monitored on weekly basis. As part of the protocol study, the participants were interviewed informally to find their opinion about their experience of the use and usefulness of semi-bilingual EEUD. It is important to clarify that these informal interviews or talks simply form part of the discussion about the analysis of the protocol study, and these are not separately analysed.

During the whole process, some of the students completed only one diary, while some of them used as many as four diaries. Overall, the participants completed 24 dictionary-using diaries. During this time, the participants consulted a semi-bilingual EEUD to find information about 239 words.

Data Analysis

The learners' experiences of using a semi-bilingual EEUD have been analysed in terms of their successes and failures, and the difficulties encountered during the process of dictionary use. In this section, the analysis of data is presented in qualitative discussion along with the tables and graphs showing the number of dictionary consultations with the percentages. It is important to mention that the percentages are calculated out of the total number (i.e. 239) of consultations. Many a time, the participants consulted their dictionary for more than one purpose, so the figures and percentages tend to overlap in the concerned context. The detailed analyses of data are presented in the following:

The Purpose(s) of Consulting a Semi-bilingual EEUD

The first section of the diary was concerned with finding out the participants' purpose(s) of searching a particular word in a semi-bilingual EEUD. The participants were supposed to provide information whether they consulted this type of dictionary for one or more of the seven purposes: (a) meanings, (b) spellings, (c) pronunciation, (d) word class, (e) usage, (f) etymology, and (g) any other. There were many occasions where the participants searched a word for more than one purpose. The results are presented in the table below:

Table 1

The Purposes of Consulting a Semi-bilingual EEUD

Options	The information sought	Total Responses	%age
a	Meanings	212	88.34
b	Spellings	46	19.17
c	pronunciation	103	42.92
d	word class	13	5.42
e	usage	41	17.09
f	etymology	4	1.67
g	any other	1	0.42

As shown in Table 1, the participants consulted a semi-bilingual EEUD to find meanings of words for the maximum (i.e. 212) number of times, while they consulted it to find pronunciation of words for 103 times. In order to find spellings and usage of words, they consulted a semi-bilingual EEUD for 46 and 41 times respectively. Word class and etymological information were sought only for 13 and four times respectively. During the whole study, it was only once when a learner consulted a semi-bilingual EEUD for any other purpose. During the post dictionary-use discussion, the learner told that it was consulted for seeking information about an

abbreviation. The data are presented in the form of a bar graph (Figure 1) in the following:
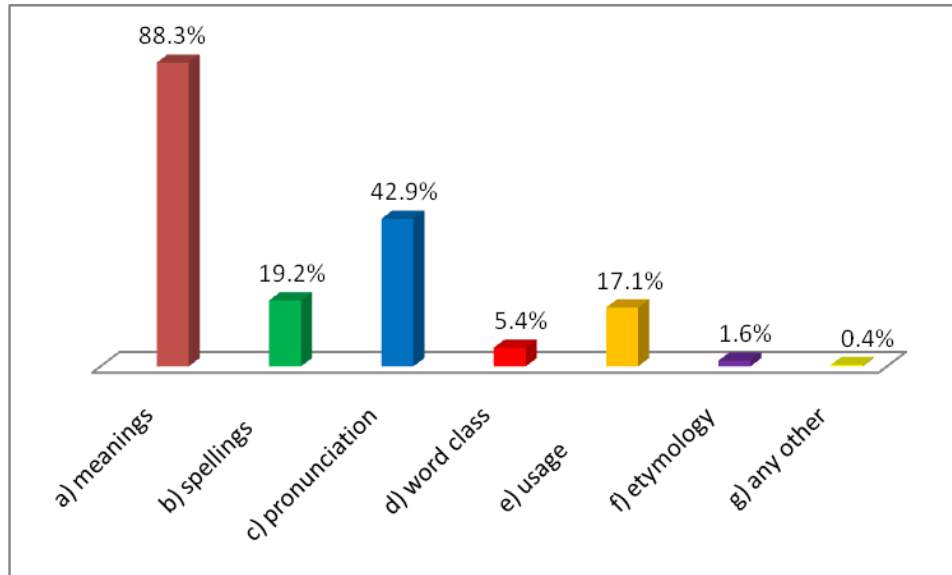
Figure 1. The percentages of the purposes of using a semi-bilingual EEUD

The percentages of the responses shown in the bar graph (Figure 1) revealed that the participants used a semi-bilingual EEUD to find meanings of words at 88% of the total number of consultations. The second highest frequency of the uses of this dictionary was to find pronunciation of words (i.e. 43%). However, the learners used it less frequently to find spellings of words (i.e. 19%) and examples of usage of words (i.e. 17%). On the other hand, the frequency of its uses to find out word classes (grammatical information) and etymological information were not very high. The participants used it at 5% occasions for the information about word classes, and at about 2% occasions for etymological information.

Different Classes of Words Searched in a Semi-bilingual EEUD

The participants consulted a semi-bilingual EEUD for a variety of purposes. The data found that they consulted it to seek information about different classes of words like nouns, verbs, adjectives, adverbs, and also Noun Phrase. The parts of speech of the words sought for are presented in the following table:

Table 2
The Parts of Speech of the Words Searched in a Semi-bilingual EEUD

Word Class	Frequency	% Freq.	Cumulative Freq.	Cum. % Freq.
Noun Phrase	1	0.41	1	0.41
Noun	115	48.12	116	48.53

Verb	51	21.33	167	69.87
Adjective	67	28.03	234	97.90
Adverb	5	2.10	239	100

As presented in Table 2, the participants used a semi-bilingual EEUD to seek information about nouns for 115 times, adjectives for 67 times, and verbs for 51 times. The participants also consulted a semi-bilingual EEUD for five times to seek information about adverbs. Some of the words searched during the study are used in different contexts as nouns and verbs, while there are certain other words which are used both as nouns and adjectives. As the learners discussed the context of use of a word and their need to get information about it, the word classes were calculated based on the information provided by the participants. Figure 2 shows the percentages of the same results in the form of a bar graph.
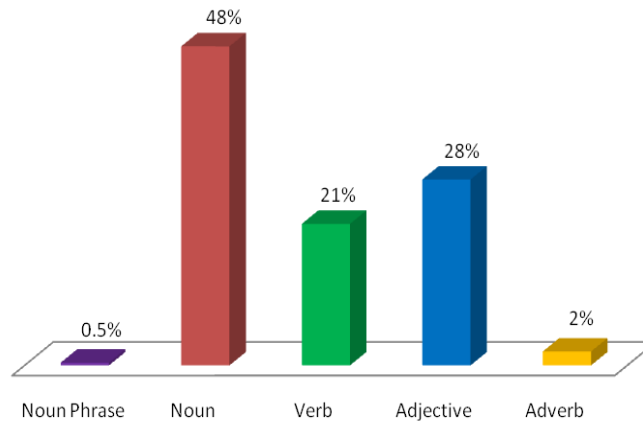
Figure 2. The percentages of the classes of words searched in a semi-bilingual EEUD

As shown in Figure 2, the participants used a semi-bilingual EEUD to find information about nouns at the maximum number of times, i.e. 48%, while they sought information about adjectives at 28% and verbs at 21% of the total count of consultations. On the other hand, the learners also used a semi-bilingual EEUD to find information about adverbs, although only at 2% of times.

The Contexts of Use of a Semi-bilingual EEUD

The participants were required to provide information about the contexts of consulting a semi-bilingual EEUD. They were supposed to record in the dictionary-using diary whether they consulted it in the decoding contexts or encoding contexts. The contexts of decoding may be reading

and/or listening, while the contexts of encoding may be speaking and/or writing. The results found in data are presented in the following table.

Table 3
The Contexts of Use of a Semi-bilingual EEUD

Decoding		Encoding	
191		98	
Reading	Listening	Writing	Speaking
159	35	67	49

As presented in Table 3, the participants consulted a semi-bilingual EEUD for 191 times in different decoding contexts, while they used it in different encoding contexts at 98 occasions. Sometimes, the participants used a semi-bilingual EEUD in both the decoding and the encoding contexts. The learners reported that during the decoding contexts, they used this type of dictionary for either reading or listening, and sometimes for both of these purposes. The participants consulted a semi-bilingual EEUD in the reading context for 159 times; while in order to understand the spoken discourse, they used it at 35 occasions. As far as the encoding context is concerned, the participants consulted a semi-bilingual EEUD for 67 times for writing purposes, and they used it at 49 occasions in the speaking context.

For more clarity, the percentage analysis of the same data is shown in Figure 3 in the form of a bar graph in the following:
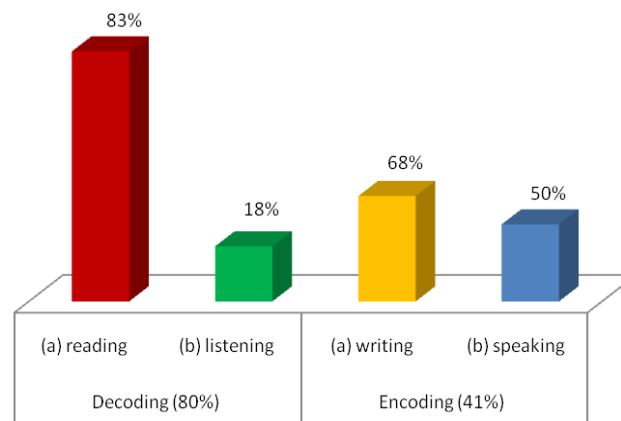
Figure 3. Percentages of the contexts of use of a semi-bilingual EEUD

As shown in the graph, the participants consulted a semi-bilingual EEUD in both decoding and encoding contexts but the number of its uses for decoding purposes was higher than its consultations for encoding purposes. As far as the decoding context was concerned, they consulted it at 80% occasions of the total uses during the protocol study. On the other hand, the participants consulted a semi-bilingual EEUD to complete the

encoding tasks at 41% of the total times of its uses. In the decoding context, the learners consulted this type of dictionary for reading at 83% of consultations, while for listening they used it for 18% of consultations. The percentages shown in the figure indicate that the participants used a semi-bilingual EEUD to seek information about words more in the context of reading than that of listening.

The Success Rate of the Uses of Semi-bilingual EEUD

The participants' opinion was also sought about the success rate of their searching and finding the required information in a semi-bilingual EEUD. The results are presented in the following:

Table 4
The Success Rate of Information Found in a Semi-bilingual EEUD

Option	Responses	Frequency	% Freq.	Cumulative Freq.	Cum. % Freq.
a	Yes	214	89.54	214	89.54
b	No	25	10.46	239	100

As shown in Table 4, the participants succeeded in finding the required information at 90% of the times, while it was only at 10% of times when they did not find the information sought in a semi-bilingual EEUD. The results indicate that the success rate of the uses of a semi-bilingual EEUD was very high and the dictionary proved itself to be of a real help for the learners.

The Problems Faced while Using a Semi-bilingual EEUD

The learners were also asked to record their experience in the dictionary-using diary about the problems faced by them while using a semi-bilingual EEUD. According to the recorded data, the participants faced problems at 22 times, and they did not face any problem at 217 times while consulting a semi-bilingual EEUD. The data are presented in the following table:

Table 5
The Participants' Response about Problems Faced while Using a Semi-bilingual EEUD

Option	Responses	Frequency	% Freq.	Cumulative Freq.	Cum. % Freq.
a	Yes	22	9.20	22	9.20
b	No	217	90.80	239	100

As presented in Table 5, the participants did not face any kind of problem at 91% of times of consultation. On the other hand, percentage of the occasions when they faced any problem was very low (i.e. 9%). Although this percentage was very low, but it reflected that the learners faced some

problems while using a semi-bilingual EEUD. The discussion with the participants during the follow up interviews revealed that they mostly faced problems due to the non-availability of the required information about the word searched for. Many a time, the root form of the word was found and the learners had to guess the meanings of the word they were looking for.

The Types of Problems Faced while Using a Semi-bilingual EEUD

The participants reported different types of problems faced by them during the use of a semi-bilingual EEUD. The analyses of the participants' responses revealed that the problems faced by the learners were mainly concerned with: (a) missing words; (b) pronunciation; (c) examples of usage of words; (d) grammatical information; (e) etymological information; (f) explanation of meanings of words in Urdu. These are discussed in detail in the following:

Missing words

The participants faced problem while searching the words '*ostracise, molesting, gigantish, bobfloat, egality, quackish, assemblage, prestigious, whimsically, winking, beanfeast*' and a phrase '*dumping ground*'. They could not find these words in their dictionary. Some of the learners tried to guess the meanings from the context of their use; and they were also helped by the information found about the related words in dictionary, for example, they found '*molest*' for '*molesting*'; '*gigantic*' for '*gigantish*'; '*assemble*' for '*assemblage*'; '*whimsical*' for '*whimsically*' etc. However, some of the words like '*beanfeast*', '*egality*' were not found in their dictionary at all. One of the participants faced problem in finding the exact contextual meanings of the word '*quintessential*'. Same was the case with the word '*rubberstamp*'.

Pronunciation

The participants also faced problems while looking for pronunciation of words. This problem was faced in case of the words like *superior*, *delirious*, *ringmaster*, *caudle*, *colic*, *whizzy*. However, in some cases, the learners found pronunciation of the base form of words like '*super*' for '*superior*'. The participants revealed that at certain number of occasions they did not find appropriate pronunciation guidance, although the feature of pronunciation should be the part and parcel of a dictionary.

Examples of usage of words

The participants also faced problems in finding the examples of usage of words. The usage information of the words '*wily*', '*vaguely*', and '*baize*' was not found in the EEUD consulted by the participants. However, the follow up interviews revealed that the learners were unable to find the examples of usage in their dictionary at very rare occasions.

Grammatical information

The learners faced problems in finding information about word classes. Grammatical information about the words '*wily*', '*prestigious*', and '*poignant*' was not found in the semi-bilingual EEUD used by the participants. However, the majority of the participants believed that this feature was easily found in their dictionaries.

Etymological information

One of the problems faced by the participants was related to the etymological information of words, although the data showed that the participants had very rarely consulted a semi-bilingual EEUD for this purpose. It was only once when a participant did not find etymological information of a word, i.e. '*ebullition*'.

Explanation of meanings in Urdu

A semi-bilingual EEUD is supposed to provide Urdu translation of the lemma. There was only one participant, who faced problem in finding explanation of the meanings of the word '*fetishes*' in Urdu. However, weekly discussion with the students revealed that in majority of the cases, they either always or mostly understood the meanings of words in Urdu.

The Use of Any Other Type of Dictionary for the Same Information

In order to fulfil their vocabulary needs, the participants also consulted the other type(s) of dictionary(ies). Wherever the participants of this protocol study used any other dictionary, they noted it in the dictionary-using diary. The record revealed that the participants used other dictionaries at 21 occasions, while they relied only on a semi-bilingual EEUD at 218 occasions during the whole study. The results are presented in the following table:

Table 6
Any Other Type of Dictionary Consulted to Seek the Same Information

Option	Responses	Frequency	% Freq.	Cumulative Freq.	Cum. % Freq.
a	Yes	21	8.78	21	8.78
b	No	218	91.22	239	100

The table shows that at 91% of the times the learners did not have to consult any other type of dictionary to find the same information about the words for which they used a semi-bilingual EEUD. On the other hand, only at 9% occasions they consulted another dictionary for the same purpose.

The other type(s) of dictionary(ies) consulted

The information recorded in the dictionary-using diaries revealed that the participants used three other types of dictionaries along with the semi-

bilingual EEUD. The other types of dictionaries consulted by the participants were: the monolingual English-English Dictionary (EED), the bilingual English-Urdu Dictionary (EUD) and the bilingual Urdu-English Dictionary (UED). The number of uses of a particular type of dictionary, along with the percentages, is presented in the following table:

Table 7
The Types of Dictionaries Used to Find the Same Information

Dictionary Type	Number of Times	%age out of Total Uses
English to English Dictionary	18	7.53%
English to Urdu Dictionary	2	0.82%
Urdu to English Dictionary	1	0.42%

As shown in the table, the participants consulted a monolingual EED at 18 times. They also consulted bilingual dictionaries, i.e. EUD and UED. The EUD was used twice and UED was used only once during the protocol study. The data revealed that after the semi-bilingual EEUD, the participants preferred a monolingual EED over the bilingual EUD and UED. According to the overall percentages presented in the table, a monolingual EED was consulted at 7.5% of the total searches, and a bilingual EUD at 0.8%, while a bilingual UED only for 0.5% times of the total dictionary consultations during the whole period of three months of protocol study.

The same information found in the other type(s) of dictionary(ies)

The learners also recorded their experience of using the other types of dictionaries for the same purpose. They noted in the dictionary-using diary whether or not they were able to find the required information in the other types of dictionaries. Their responses are shown in the table below:

Table 8
Information Found in Dictionary Types other than a Semi-bilingual EEUD

Option	Responses	Frequency	% Freq.	Cumulative Freq.	Cum. % Freq.
a	Yes	20	95.24	20	95.24
b	No	1	4.76	21	100

As presented in Table 8, the participant students successfully found the required information at 20 occasions, while it was only once when they did not find the same information in the other type(s) of dictionary(ies) as well. So, at about 95% of the times, the participants successfully found the required information. The results revealed that although the learners mostly relied on a semi-bilingual EEUD for their studies, but at certain times, they had to fall back on a monolingual EED to fulfil their needs related to the vocabulary.

The Participants' Observations

The participants were asked to note down their overall observations during the use of a semi-bilingual EEUD. These observations were related to the problems faced by the students while consulting a semi-bilingual EEUD for different purposes. Some of the observations are presented as examples. For confidentiality purposes, the participants' names are codified. The first two letters show abbreviated name of the user and the following digit corresponds to the serial number of dictionary-using diary completed by that particular participant.

Rb1:   (While searching the meanings of the phrase 'dumping ground'): *"I found only, the word 'dump' and its usage was explained. I couldn't find the full phrase 'dumping ground'. I guessed the meanings from the text, and tried to understand in which sense it was used for."*

Rb2:   (prodigal): *"when I heard this word, it produced sound like /k/ in the ending part of the word, but when I consulted the dictionary, I found that it was 'prodigal' i.e. /g/ and there was no word like 'prodical'."*

Some participants simply showed their feelings of ease and comfort while using a semi-bilingual EEUD. One of the participants wrote:

FR1:   (In case of the word 'offence'): *"proper usage, word class, meanings, spellings and pronunciation are given in the dictionary and these are clear to understand."*

There were some observations where the participants gave their suggestions to improve the available semi-bilingual EEUDs. These suggestions are related to the improvement in pronunciation, provision of meanings of phrases, and examples of usage of words etc.

Findings

By applying protocol method of study, the current research aimed to find out the use and effectiveness of a semi-bilingual EEUD for the advanced learners of the English language in Pakistan. It also aimed to investigate the purposes and contexts of the use of a semi-bilingual EEUD. The data analyses found a semi-bilingual EEUD to be highly significant and effective for the learners. The participants of this research successfully (90% of the look ups) exploited this dictionary to find the required information. However, the study also found that the learners needed more than one dictionary to resolve their vocabulary issues. Monolingual English to English dictionary was the second most favoured dictionary by the learners. The

participants used this dictionary at 8% of the total number of consultations during the whole protocol study.

The research found that the micro-structure of the semi-bilingual EEUD was mainly exploited by the learners. The most frequent consultations of this type of dictionary were the searches for meanings (88%) and pronunciation (43%) of words. The participants less frequently used it to find spellings (19%) and usage (17%) of words. On the other hand, the participants rarely used this type of dictionary to search the class (5%) of a word and its etymology (2%). Many of the consultations had been for more than one purpose, for example, the learners searched a word to understand the pronunciation and spellings along with its meanings in one consultation. It was recorded that the participants frequently used a semi-bilingual EEUD to find information mainly about nouns (48%), adjectives (28%) and verbs (21%).

With reference to the contexts of the use of semi-bilingual EEUD, it was consulted in both decoding (191 times) and encoding (98 times) contexts. However, the participants consulted it in decoding context (80%) more frequently than the encoding context (41%). In decoding context, this type of dictionary was more frequently consulted in reading (83%) than listening (18%). On the other hand, in the encoding contexts, it was more frequently exploited for writing (68%) than speaking (50%). The results showed that the participants more often used a semi-bilingual EEUD to improve their reading and writing skills. It was less frequently exploited for listening and speaking purposes.

The dictionaries used by the participants were found deficient in providing 100% satisfaction to fulfill their vocabulary needs. The participants faced problems in finding information about the pronunciation of words, usage, grammatical and etymological information. They also found certain problems in finding the explanation of meanings of words in Urdu. They even found some words missing in their dictionary.

Conclusion

In the light of the analyses of the data collected during the protocol study, it can be concluded that a semi-bilingual EEUD has proved to be a great source of information for the non-native learners of the English language in Pakistan. The learners successfully use this dictionary most of the times. However, in few cases they face certain problems as well.

The learners use semi-bilingual English to English and Urdu dictionary for a variety of purposes, mainly for finding the meanings of words, their pronunciation, spellings, and the examples of usage of words. The users frequently consult this type of dictionary to find information about

nouns, verbs and adjectives. As far as the contexts of its use are concerned, the learners more often use this type of dictionary for decoding purposes. They use it more frequently in reading than in listening context. The results also show that the learners need more than one dictionary to fulfil their requirements. Next to the semi-bilingual EEUD, they use a monolingual EED.

Considering the problems faced by the participants, the authors observe that the semi-bilingual EEUDs available in Pakistan need to improve further to enhance their effectiveness. It is important to point out that the structural analysis of the available semi-bilingual dictionaries has also been the part of the main research project. The results of that analysis will be presented in a separate paper as the paper in hand is concerned only with the protocol study. In the end it can be deduced that in spite of certain shortcomings found in the presently available EEUDs, a semi-bilingual dictionary remains a useful tool for learning the English language in Pakistan.

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