

Table of Contents

List of Tables	XI
List of Appendices	XI
Notes on Transcription and Translation	XII
1. Introduction	1
1.1. Use of dictionaries in Hong Kong schools – popularity of bilingualised learner's dictionaries.....	1
1.2. Aim of this study	1
2. Literature Review	3
2.1. Introduction.....	3
2.2. User perspective research.....	3
2.2.1. Reference needs.....	4
2.2.2. Reference skills	8
2.3. The bilingualised learner's dictionary.....	18
2.3.1. Overview.....	18
2.3.2. Definitions in bilingualised learner's dictionary	21
2.3.2.1. Defining policies and comprehensibility	22
2.3.2.2. Lexicographic definition	23
2.3.2.3. Defining with genus and differentia	24
2.3.2.4. Substitutable definition	24
2.3.2.5. Condensed definition	25
2.3.2.6. Morphosemantic definition	26
2.3.2.7. Taxonomic definition	26
2.3.2.8. Polysemous entries	27
2.3.2.9. Lexicographic definition deficiencies	28
2.3.3. Empirical studies on bilingualised learner's dictionary.....	28
2.4. Present state of dictionary use research.....	31
2.4.1. What we know about skills and strategies	31
2.4.2. What we do not know about skills and strategies	33
2.5. Think-aloud and stimulated recall interview.....	33
2.5.1. Think-aloud.....	33
2.5.1.1. Historical background	34
2.5.1.2. Theoretical framework	34
2.5.1.3. Think-aloud and instructions	35
2.5.1.4. Use of think-aloud in language studies.....	36
2.5.1.5. Think-aloud protocol analysis	37
2.5.1.6. Reliability and validity	38
2.5.2. Stimulated recall interview	40
2.5.2.1. Theoretical framework	40

2.5.2.2. Stimulated recall interview and instructions	41
2.5.2.3. Use of stimulated recall interview in research.....	41
2.5.2.4. Stimulated recall interview analysis	42
2.5.2.5. Reliability and validity.....	43
2.6. Conclusion.....	43
3. Research Methodology	45
3.1. Introduction	45
3.2. The preliminary study	45
3.2.1. Subjects.....	45
3.2.2. Instruments.....	46
3.2.2.1. Reading texts	46
3.2.2.2. Bilingualised dictionaries.....	49
3.2.3. Procedures.....	49
3.2.3.1. Think-aloud.....	50
3.2.3.2. Observation.....	51
3.2.3.3. Follow-up questionnaire	51
3.2.3.4. Stimulated recall interview.....	51
3.2.4. Data analysis	51
3.3. The main study.....	53
3.3.1. Subjects.....	53
3.3.2. Instruments and procedures	54
3.3.3. Data analysis.....	54
3.4. Summary.....	55
4. Coding Scheme	56
4.1. Introduction	56
4.2. Coding scheme.....	56
4.2.1. Transcription.....	57
4.2.2. Segmentation and mental operations.....	57
4.2.3. Constructing a preliminary coding scheme.....	58
4.2.4. Finalizing coding scheme.....	59
4.2.4.1. Revising preliminary coding scheme.....	60
4.2.4.2. Interrater reliability.....	61
4.2.4.3. Intra-rater reliability	62
4.3. Discussion.....	65
4.4. Summary.....	65
5. Dictionary Look-up Strategies	67
5.1. Introduction	67
5.2. Process of identifying and categorizing strategies.....	67
5.3. Description and illustration of look-up strategies.....	69
5.3.1. Ignoring strategy.....	69
5.3.2. Assuming strategy.....	70
5.3.3. Minimizing strategy.....	72
5.3.4. Checking strategy.....	75

5.3.5. Paraphrasing strategy	77
5.3.6. Stretching strategy.....	79
5.3.7. Maximizing strategy	82
5.4. Discussion	85
5.4.1. Validity of the method.....	85
5.4.2. Strategies.....	86
5.5. Summary.....	88
6. Using Bilingualised Entries.....	89
6.1. Introduction	89
6.2. Look-up strategies.....	89
6.3. Language preference.....	90
6.4. Language proficiency.....	92
6.5. Target words.....	93
6.6. L2 definitions	94
6.7. Discussion	96
6.8. Summary.....	98
7. Strategy Users	99
7.1. Introduction	99
7.2. Overview.....	99
7.3. Case studies of two dictionary users.....	101
7.3.1. Learner 1: May, female, 19	101
7.3.2. Learner 2: Pang, male, 20.....	103
7.3.3. Comparing the two learners	104
7.4. Summary.....	106
8. Conclusion	107
8.1. Introduction	107
8.2. Contributions of this research.....	107
8.2.1. Effectiveness of think aloud.....	107
8.2.2. Description of strategies.....	108
8.2.3. Strengths of bilingualised learner's dictionaries.....	108
8.2.4. Complexity of strategy use.....	108
8.3. Limitations of the research.....	109
8.3.1. Limitations in the research methodology	109
8.3.2. Limitations in the scope of the research.....	109
8.4. Recommendations for further research	110
8.5. Summary.....	111
References	113
Appendices	121

List of Tables

Table 3.1: Number of types for "Cleaver the King of the Kitchen" (Text One).....	47
Table 3.2: Number of types for "Why Illegal Hawking Continues on Streets"(Text Two).....	47
Table 3.3: Number of types for "Traditional Medicine Going the Way of Its Endangered Ingredients" (Text Three).....	47
Table 3.4: Average number of words ENC and RE students underlined for Texts One, Two & Three.....	48
Table 3.5: Comments on "Cleaver the King of the Kitchen" (Text One).....	48
Table 3.6: Comments on "Why Illegal Hawking Continues on Streets" (Text Two).....	48
Table 3.7: Comments on "Traditional Medicine Going the Way of Its Endangered Ingredients"(Text Three).....	49
Table 3.8: Criteria frequencies.....	53
Table 3.9: Distribution of bilingualised learner's dictionaries.....	54
Table 3.10: Distribution of data.....	55
Table 5.1: Frequency of strategies among the look-ups.....	68
Table 5.2: The use of <i>ignoring</i> strategy to look up <i>crucial</i> by Wing.....	69
Table 5.3: The use of <i>assuming</i> strategy to look up <i>garnishes</i> by Yin.....	71
Table 5.4: The use of <i>minimizing</i> strategy to look up <i>scoring</i> by Bori.....	73
Table 5.5: The use of <i>checking</i> strategy to look up <i>sumptuous</i> by Samantha.....	75
Table 5.6: The use of <i>paraphrasing</i> strategy to look up <i>shredding</i> by Hang.....	78
Table 5.7: The use of <i>stretching</i> strategy to look up <i>stroked</i> by Zoe.....	80
Table 5.8: The use of <i>maximizing</i> strategy to look up <i>savoured</i> by Wing.....	83
Table 6.1: Strategies' use of bilingualised entries.....	89
Table 6.2: Learners' language orientations.....	91
Table 6.3: Learners' language preference patterns.....	91
Table 6.4: Learners' language proficiency.....	92
Table 6.5: Learners' patterns by target words.....	93
Table 7.1: Look-up strategies used by 18 students.....	99

List of Appendices

Appendix 1: Questionnaire on Dictionary Use.....	119
Appendix 2a: Text one.....	120
Appendix 2b: Follow up Questionnaire.....	122
Appendix 3: Follow up Questionnaire.....	124
Appendix 4: Target Words.....	125