

Lexicographic perspectives and L2 Spanish Vocabulary

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Abstract

Dictionary use facilitates autonomous language learning. Dictionaries have traditionally been considered a *consultation tool* rather than a *strategic component* in language teaching. Hence, dictionary use has not been included in most foreign language teaching and learning methodologies. Within this context, the goal of this chapter to help teachers to implement dictionary use with students of Spanish as Foreign Language/Spanish as a Second Language (SFL/SSL) students within the Meaning Oriented Instruction (MOI) methodology. First, a state-of-art review on how dictionaries have been used in SFL/SSL courses is given; secondly, some suggestions on how to make the most of the dictionary in a SFL/SSL course are offered as well as some solutions to the lack of a genuine online dictionary for SFL/SSL learners. Finally, some ideas and *sample activities* related with different types of dictionaries and other products (e.g. online translators) that could be integrated into MOI are described. Using these products may improve vocabulary learning if teachers and learners increase their dictionary skills, if the dictionary is used as a *strategic component* in language teaching, and if different types of dictionaries are used simultaneously.

1. Introduction

The objective of this chapter is to discuss how dictionaries can be used for teaching Spanish as foreign language or Spanish as a second language (SFL/SSL). It includes some sample activities involving dictionaries and other tools (such as online translators), that can be used with SFL/SSL learners. These activities, which help users to satisfy their larger communication needs (§5), can be integrated within *Meaning Oriented Instruction* (MOI). Dictionaries allow Spanish learners to consult multiple language data and to find answers to their immediate consultation needs. Depending on the type of dictionary used, learners may get lexicographical information such as spelling, various meanings, role in discourse, and register of language.

The widespread effectiveness of using a dictionary as a complementary tool for writing in a non-native language has yet to be demonstrated (See Lew 2016); however, ample research on Spanish pedagogical dictionaries have revealed advantages when including dictionaries in language learning activities (see Table 5.1.):

Dictionaries help to:	1. Solve problems during consultations (See Cote-González 2011; Lew 2016).
	2. Improve vocabulary learning (regarding Spanish, see Fontanillo-Merino 1983; Alvar-Ezquerro 1993a, 1993b, 2003; Ávila-Martín 2000; and Hernández-Hernández 2000, among others.
	3. Maintain vocabulary in long-term memory (see Balteiro 2016).

Table 5.1. Dictionary advantages in language learning

Nevertheless, the relationship between dictionary use and language learning would be more complementary if:

1. didactic activities including dictionary use were part of a foreign language teaching and learning methodology (§2.1);
2. existing dictionaries fulfilled many of the functions for which they were theoretically conceived and, consequently, satisfy more SFL/SSL learner needs (§2.6).

Before presenting a series of dictionary-related activities that Spanish instructors can implement (§5), some questions related to dictionary use for Spanish language learning and the relative adequacy of existing dictionaries for non-native Spanish language learners are considered in §2. Answers to these questions are drawn from existing theoretical and research-based studies on this topic. My fifteen-year experience as a Spanish language teacher to foreign language learners and as a lexicographer is also considered. The methodology and techniques applied using the dictionary as a strategic component of language teaching are then described in §3. The subsequent section, §4, then explores the relationship between techniques for using dictionaries and MOI, assessing the extent to which dictionary use is appropriate in MOI and ways in which dictionaries can be used as a part of this approach.

2. Theory and Research

Lexicography as a discipline focuses on dictionaries and other consultation tools designed for retrieving information. Spanish lexicography has a long tradition in dictionary production and publication and an abundant bibliography regarding dictionary production, including research studies, textbooks, handbooks, journals, collective publications, and so forth (See Bosque and Barrios-Rodríguez 2018, 636-637). Creation of the *Asociación Española de Estudios Lexicográficos* ('Spanish Association of Lexicographic Studies') or AELEX is an evidence of the relevance of this discipline over the past twenty years. Paradoxically, dictionary production has received little attention during that same time period from publishing houses and institutions financing research projects.

Spanish pedagogical lexicography continues to raise interest among lexicography scholars. Renowned researchers and lexicographers, such as Maldonado-González (2003) and Hernández-Hernández (2008), who have focused on improved and improvable issues in this area of inquiry, have pointed out that the road traveled in terms of conception and development of dictionaries for non-native Spanish learners existed long before the 1980s. These authors have addressed issues such as the absence of definitions for targeted users, limited usefulness for production and reception of dictionaries, and the fact that many dictionaries had been made of mere clippings from general dictionaries. Fortunately, advances have been made. After Hernández-Hernández (1989) published studies on existing dictionaries, Spanish lexicographers became aware of the relevance of producing specific dictionaries for users with identifiable needs, which resulted in the publication of *DIPELE* (1995) and *SALAMANCA* (1996).

In rest of this section, teaching professionals of Spanish will find answers to the following questions: How has the SFL/SSL dictionary been used in general? How can the dictionary be better used in class? What is the meaning of *SFL/SSL learners' dictionary*? Are existing Spanish learners' dictionaries adequate for users of this nature? What are the characteristics of these type of dictionaries? How do current Spanish learners have access to the dictionary? What are possible solutions to the lack of a real online SFL/SSL dictionary? Each issue is explained in a question-answer format. Answers include the following information: references about activities using the dictionary for SFL/SSL classes; a critical analysis of the main existing SFL/SSL dictionaries in order to determine which type of dictionaries can be useful for MOI and which are less useful; and some suggestions on (a) when and when not to involve students and teachers

in using dictionaries within a MOI-based program, and (2) suggestions on when and how to use Spanish dictionaries.

2.1. How has the SFL/SSL dictionary been used in general?

Dictionaries are *consultation tools* for users to seek out information to solve problems or to address needs that arise in a given situation or social context, such as when reading, writing, translating, or increasing knowledge about certain topics. Dictionaries have been used to find answers to specific queries (as consultation tools) without being integrated in processes and mechanisms users may apply for collecting, storing, retrieving, and using information that could help them achieve their communicative goals, i.e., as a part of a *strategic component* of language learning (See Manchón-Ruiz 2009). Over the last thirty years, substantial research into the use of dictionaries as tools in Spanish language teaching and learning have been published, among them, Fontanillo-Merino (1983), Alvar-Ezquerria (1993a, 1993b), Hernández-Hernández (1989, 1991), Maldonado-González (1998), Martín-García (1999), Prado-Aragonés (1996, 2000, 2005), García-Sanz (2009), Alonso and Palacios (2013), Molinero-Pinto (2016), and Gibert-Escofet and Iglesia-Martín (2017). In these studies, diverse activities have been proposed, such as reading and comprehension to increase vocabulary knowledge, word searching in a newspaper article, and so forth. These exercises can focus on various types of content, such as codes and abbreviations from a dictionary; alphabetical order; word order; orthography; pronunciation; word type; grammar; homonymy (words that are written or pronounced identically but with different meanings, such as *haya*, meaning ‘árbol’ [tree] or *haya*, the 1st and 3rd person form of *haber* [to have] in the present subjunctive; synonymy (words having the same meaning, such as *cabello* and *pelo* for ‘hair’); antonymy (words with opposite meanings, such as *comprar* ‘buy’ and *vender* ‘sell’); and phraseology. However, activities such as these are not normally included in second/foreign language teaching and learning, thus limiting dictionary use to consultation only.

2.2. How can the dictionary be better used in a Spanish class?

In order to take advantage of the dictionary in a Spanish (SFL/SSL) class, both teachers and students need to be involved. Teachers need to acquire certain types of competence (see Table 5.2.), undertake similar activities together with the students (see Table 5.3.) and consider the dictionary as a strategic component of language learning. Students should develop skills that allow them to become good dictionary users to support their autonomous learning (see Table 5.4.). Some studies have focused on teacher and student roles when using dictionaries in the Spanish classroom: Hernández-Hernández (1991), Alvar-Ezquerria (1993a y 1993b), Maldonado-González (2003), Azorín-Fernández (2010), and Alonso and Palacios (2013). Some teachers may express indifference towards dictionary use due to a lack of awareness of their potential benefits, but the teacher can become a mediator between the student and dictionary. It is important for teachers to familiarize themselves with existing dictionaries and to teach their students how to consult them. Table 5.2. summarizes some types of competence that teachers need to develop (see Hernández-Hernández 1991, 186; Alonso and Palacios 2013, 75-76). By developing these types of competence, teachers are better equipped to help students improve their independent and language learning skills.

Spanish teachers need to:	1. Know how existing dictionaries function in order to recommend an appropriate dictionary for different learner needs.
	2. Show how to make best use of dictionaries.
	3. know how deliver activities that require a specific use of a dictionary.

Table 5.2. Types of Competence related to dictionary use for Spanish teachers

Once they have developed the types of competence in Table 5.2., Spanish teachers can carry out different activities that are informative to students, such as those in Table 5.3.

Spanish teachers need to:	1. Help students to become aware of the many advantages of using the dictionary by engaging them in different types of activities.
	2. Teach students how to use the dictionary (Azorín-Fernández 2010, 198).
	3. Avoid becoming a “translator” or a “dictionary” for the students and, instead, promote autonomous, independent learning.
	4. Encourage students to see the dictionary as a user-friendly resource (See Whitcut 1984, 111)

Table 5.3. Activities for Spanish teachers to promote effective dictionary use

If teachers develop competence (Table 5.2.) and implement appropriate activities (Table 5.3.), students are likely to develop the types of skills summarized in Table 5.4., which will allow them to make the most of the dictionary (Hernández-Hernández 1991, 198) and, hence, become autonomous learners (Béjoint 1989, 209):

Spanish learners develop the ability to:	1. Know how to choose an appropriate dictionary for the type of information needed (Hernández 1991, 198).
	2. Find words (Hernández 1991, 198).
	3. Identify the type of data they need (Béjoint 1989, 209).
	4. Obtain relevant and necessary information, such as understanding defined meanings, choosing most appropriate meanings, and so forth (Hernández 1991, 198).
	5. Know what kind of information they may find or may not find in a given dictionary (Béjoint 1989, 209).
	6. Acquire knowledge about a specific subject area (see Fuertes-Olivera 2010).

Table 5.4. Skills of Spanish learners who are good dictionary users

It is difficult to determine a specific number of skills because of differences in linguistic competence levels, skills, and needs among learners within the same group. However, the teacher may organize them by using the list of dictionary skills that might be taught at university level established by Nesi (1999), which includes forty skills divided into six phases: 1) before study; 2) before dictionary consultation; 3) locating the entry information; 4) interpreting entry information: 5) recording entry information, and 6) understanding

lexicographical issues. However, if students do not take full advantage of dictionaries, it is often due to a lack of dictionary-related knowledge and skills. This may be due to the fact that some dictionaries do not offer enough data (§2.4) (see Cote-González and Tejedor-Martínez 1998) or that Spanish dictionaries are not easy to understand or handle. Therefore, it is hoped that from this chapter readers who are Spanish instructors will know what kind of Spanish dictionaries are most suitable for MOI (§2.7) and how these dictionaries can be used effectively in this type of instruction (§4.2).

2.3. What is the meaning of the Spanish learners' dictionary?

A dictionary designed for a foreign language or second language learner is a product “whose genuine purpose is to satisfy the lexicographically relevant information needs that learners may have in a range of situations in connection with the foreign-language learning process” (Tarp 2008, 125). A variety of terms with different meanings have been used, depending on the author, country, and culture. Tarp (2011, 219) provides a list of examples in Spanish including *diccionarios pedagógicos* (pedagogical dictionaries), *diccionarios didácticos* (didactic dictionaries), *diccionarios escolares* (school dictionaries), *diccionarios de aprendizaje* (learning dictionaries), and *diccionarios para aprendices* (learners' dictionaries) (Tarp 2011, 219). Tarp (2011, 227-229) also outlines a new typology for current pedagogical dictionaries that is based on the *age of the target user group* (its place in the education system), the *type of learning* that the dictionaries are supposed to facilitate, and the combination of these two criteria.

2.4. What are the characteristics of Spanish learners' dictionaries?

In Spanish learners' dictionaries we read that they assist learners in text production and reception. However, several studies have demonstrated that these dictionaries are mostly focused on text reception (see Nomdedeu-Rull and Tarp 2018; Nomdedeu-Rull and Barcroft 2021). In Spanish, these are monolingual dictionaries because of (a) an international tradition towards dictionaries conditioned by the limitations of printed book format; (b) the type of business model designed by publishers where they are elaborated and published (see Nomdedeu-Rull and Tarp 2018), and (c) a recommendation from didactic series in favor of the use of monolingual instead of bilingual dictionaries. There are five monolingual dictionaries with these characteristics in Spanish: *DIPELE*, *SALAMANCA*, *GUDESa-SGEL*, *SM*, and *ESPASA*. Table 5.5. summarizes the types of data that should be included in them and, in contrast, what they actually include.

Expected to include:	Actually include:
1. Clear and simple definitions.	1. Definitions with problems of opaqueness.
2. Grammatical information that indicates lexical grammar and function.	2. Grammatical information that is not designed for production purposes.
3. Offer clear pragmatic data regarding when a word value is colloquial, formal, familiar, humorous, terminological, vulgar, and so forth.	3. Insufficient pragmatic and cultural information.
4. Sufficient representative information related to regional varieties of Spanish.	4. Unequal consideration of regional varieties and priority toward Peninsular Spanish.

Table 5.5. What Spanish dictionaries are expected to include and what they actually include

In order to exemplify these elements, in Table 5.6., consider the word *posible* ‘possible’ in five Spanish dictionaries and observe the grammatical information provided.

<i>DIPELE</i>	po·si·ble 1 adj. Que puede ser, existir u ocurrir; que se puede realizar o lograr: <i>es posible que venga hoy; si es posible hacerlo en menos tiempo, mejor.</i> ANTONIMO: imposible.
<i>SALAMANCA</i>	posible adj. 1 (antepuesto/pospuesto) Que puede ocurrir o ser, o que se puede hacer o conseguir.
<i>SM</i>	po·si·ble adj. inv. 1 Que puede ser o suceder: <i>No es posible que lo que dices sea verdad.</i> 2 Que se puede realizar o conseguir: <i>Todavía no es posible hacer viajes en el tiempo.</i>
<i>GDUEsA-SGEL</i>	po·si·ble I. adj 1. Se aplica a lo que puede suceder o haber sucedido: <i>Es posible que ya haya llegado.</i> Con frecuencia se usa antepuesto: <i>Hay que evitar un posible error.</i> 2. Se aplica a lo que se puede hacer: <i>la obra es posible.</i> SIN I. Realizable, factible, probable, viable.
<i>ESPASA</i>	po·si·ble adj. 1 Que puede ser o suceder; que se puede ejecutar: <i>Es que llueva/que lleguemos a tiempo.</i> SIN. 1 probable. ANT. 1 imposible, improbable.

Table 5.6. The word *posible* ‘possible’ in five Spanish dictionaries

As can be seen above, examples of prenominal and postnominal adjectives are poor even though information of this nature is relevant for a Spanish learner interested in communicating different types of messages. SALAMANCA points out “*antepuesto/pospuesto*” (prenominal/postnominal) but does not explain the rationale behind this placement. GDUEsA-SGEL indicates that *posible* as an adjective is frequently placed before the noun (“*con frecuencia se usa antepuesto*”) in defined meaning 1. Obviously, this information is insufficient because it is necessary to point out how *posible* as an adjective is used in both pronominal and postnominal positions. The other three dictionaries do not offer any information on the matter.

There are other monolingual Spanish dictionaries on the Internet that are very popular among Spanish learners in spite of the fact that they were not created for foreign/second language learning. One example is the monolingual dictionary that accompanies Google Translate (GT). This dictionary can be consulted for translating a word or when one selects a word for translation (for more information about the translation tool, see §2.7). Data from definitions, examples, and synonyms (Google takes these from the monolingual Spanish dictionary found at *Oxford Dictionaries* website <https://www.oxforddictionaries.com/>) are not designed for Spanish (SFL/SSL) learners but for general users. Figure 5.1. (retrieved 05/20/2019) shows the entry for *posible*; the format of the entry and access to it are the result of the current trend of offering information in this type of tool, that is, clear, easy, fast, and with the possibility of interacting with the tool through the keyboard or voice. However, content and data offered are not adapted to the specific needs of non-native Spanish learners.

Definiciones de posible

Adjetivo

① Que puede ser o suceder, o que se puede realizar.

Sustantivo

① Conjunto de medios, bienes o riqueza que tiene una persona o de los que se dispone para hacer algo.

«os adjuntamos una fotocopia donde introducimos las posibles modificaciones; es muy posible que después de ver el anuncio, el niño pida el producto .»

Sinónimos de posible

Adjetivo

probable

potencial

Figure 5.1. Definition of *posible* in the monolingual dictionary used in Google Translate

One type of relevant data from *posible* is related to its placement within the sentence and the change of meaning determined by that placement. Dam-Jensen and Tarp (2019, 39) have offered some ideas for dealing with syntactic combinations in future dictionaries for foreign learners to assist them when writing texts in Spanish. For this specific adjective, the authors propose the following lexical entry that appears in Figure 5.2., which includes an explanation about prenominal and postnominal placement.

<p>posible ADJETIVO</p> <p>1. DEFINICIÓN</p> <p>Que puede ser o suceder</p> <p>CONSTRUCCIONES SINTÁCTICAS</p> <p>posible + SUSTANTIVO</p> <p>Entre los <i>posibles candidatos</i> se encuentra el actual vicepresidente. (<i>Posible</i> siempre se coloca delante del sustantivo cuando expresa algo que puede, pero no necesariamente va a suceder, en este caso que el vicepresidente y otras personas presenten su candidatura).</p> <p>ser posible que + SUBJUNTIVO</p> <p>Es <i>posible que</i> venga una vecina a tomar café. (Siempre se usa el modo subjuntivo detrás de <i>ser posible que</i>. La construcción es impersonal y solo puede usarse en tercera persona singular).</p> <p>2. DEFINICIÓN</p> <p>Que se puede ejecutar</p> <p>CONSTRUCCIONES SINTÁCTICAS</p> <p>SUSTANTIVO + posible</p> <p>Si el dinero no alcanza sólo hay dos <i>soluciones posibles</i>: eliminar gastos o aumentar los ingresos mensuales. (Cuando <i>posible</i> está colocado detrás de un sustantivo siempre se yuxtapone a <i>imposible</i>, en este caso a las <i>soluciones</i> que son <i>imposibles</i> de ejecutar).</p> <p>ser posible</p> <p>Otro mundo <i>es posible</i>. ¿Son <i>posibles</i> los milagros?</p> <p>ser posible + INFINITIVO</p> <p>Es <i>posible correr</i> un doble maratón pero es muy doloroso. (La construcción es impersonal y solo puede usarse en tercera persona singular.)</p>
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Figure 5.2. Syntactic properties and definition of *posible* as suggested by Dam-Jensen and Tarp (2019)

This proposal is based on syntactic aspects only; therefore, other important categories are not included —inflection, synonyms, antonyms, collocations, and fixed expressions. Dictionaries such as the one inserted in GT do not offer information about these categories, rendering these products inadequate for non-native Spanish learners, particularly for learners who need to produce spoken language or written texts.

2.5. How do Spanish learners gain access to the dictionary?

Spanish learners gain access to dictionaries by using internet-enabled devices. Consultation of printed dictionaries has been substituted almost completely by online dictionary consultation (Egido-Vicente and Meliss 2017, 33) because of: (a) the difficulties associated with consulting printed dictionaries as mentioned above; (b) the cost of printed dictionaries; and (c) difficulties with handling printed dictionaries. Some studies have provided information about the role played by the user during the consultation process of the lexicographic product, studies such as those by Welker (2010), Chen (2011), Tono (2011), Domínguez-Vázquez and Valcárcel-Riveiro (2015), Egido-Vicente and Meliss (2017), and Nomdedeu-Rull (2019). If the searching process is slow and ineffective, the user tends to consult other tools, regardless of their quality and prestige. Important elements such as *rapidness, immediacy, free access, access from anywhere, multimedia and/or hypertextuality, and participatory and collaborative environment*

are key features required by users when consulting any lexicographical tool (see Domínguez-Vázquez and Valcárcel-Riveiro 2015 and Egido-Vicente and Meliss 2017). Some digital dictionaries, other than Spanish ones, include these elements (see Nomdedeu-Rull and Tarp 2018). However, existing online dictionaries are not completely advantageous. They can be unreliable because of the ease with which the contents can be published on the web without strict editing procedures. Also, their contents can be obsolete because they are simply digital versions of printed dictionaries that cannot be updated (DIPELE or DISALE). Therefore, “one of the many current challenges is to rethink the whole process which people traditionally follow when they look for information” (Tarp 2017, 495).

2.6. Are existing Spanish dictionaries designed for learners adequate?

Spanish (SFL/SSL) learners’ dictionaries often include useful content; nonetheless, there is often room for improvement (see Nomdedeu-Rull and Tarp 2018). For example, the information included in a dictionary is not generally adapted to the needs of its users. Indeed, dictionaries are often aimed at more than one group of users – primarily foreign speakers and, albeit to a lesser extent, native speakers – for reasons of higher economic profitability. Also, authors of these dictionaries usually state that the dictionary includes the largest number of words of Spanish language even if they do not offer explanations about the methodology employed to verify such a statement. A more precise user’s definition and a more complete and transparent data selection would permit these types of dictionaries to become more adequate for their target group. Despite now being two decades into the 21st century, we still cannot confirm that we have an adequate learner (SFL/SSL) dictionary in Spanish (§2.5).

2.7. What possible solutions are there to reverse the lack of adequate online dictionaries?

The solution to this problem lies in learning design; teachers who wish to use dictionaries in learning sequences should consider (a) the use of various tools simultaneously to achieve specific learning outcomes, whether or not they were not created for their user’s profile; and they should adopt (b) a critical, analytical, and constructive vision regarding the object that we have come to know as “dictionary.” There are monolingual online dictionaries such as CLAVE and web portals with multiple types of dictionaries from which one can find monolingual solutions. Among these dictionaries are *WordReference*, *Wikcionario*, *Glosbe*, *Español Oxford Living Dictionaries*, and so on. There are also bilingual, synonym and antonym dictionaries such as *WordReference* (www.sinonimo.es or www.sinonimosonline.com/) that complement information from existing monolingual dictionaries; however, page layouts as word lists require the user to have a high level of communicative competence to understand the differences in meaning and usage from the various possibilities offered. In short, decontextualized language is not usually useful for a language learner when they try to get familiarized with synonyms and antonyms.

The list of available Spanish bilingual dictionaries in combination with other languages is long (particularly the combination *español + inglés*) and often exist in different formats such as those which are printed (e.g., CSP or OLSA (OLSA was designed “from those just starting out all the way up to those preparing for exams”, OLSA, 2017: IV) or digital versions on websites with multiple bilingual dictionaries, such as *WordReference*, *Larousse*, *Van Dale*, and so on. Online translator tools, such as Google Translate, and other products showing key words in context, such as *Linguee* or *ReversoContext*, are also helpful. Nonetheless, instructors need to consider the purpose of all these products. Google Translate is one of the most popular translation tools used by language learners even though it was not created to satisfy the needs of non-native Spanish language learners (as explained in §2.4). Here, its usefulness as a didactic

tool in Spanish (SFL/SSL) classes is not discussed, as shown by O'Neill (2019). Nonetheless, however useful these tools are, they are no substitute for Spanish (SFL/SSL) learner dictionaries due to several common issues including the translation of the subjunctive mood, the preferential use of the pronoun *tú* over *usted* regardless of the context, and aspects related to usage from a cultural perspective (see Nomdedeu Rull 2018 and 2020). As for the case of the monolingual Spanish dictionary inserted in Google Translate, the information offered about *Matusalén* (Methuselah) in the phrase *ser más viejo que Matusalén* ('to be older than Methuselah') is useful only in English. In the English dictionary the entry reads "(in the Bible) a patriarch, the grandfather of Noah, who is said to have lived for 969 years" while in Spanish, the entry is much more limited: "Hombre muy viejo" ('a very old man'). There is no reference to Methuselah and an explanation as to why it is included in the phrase (see Nomdedeu Rull 2018).

In spite of the problems found in existing SFL/SSL dictionaries, and in the absence of a real online monolingual learner dictionary, I recommend the use of SFL/SSL dictionaries as a consultation and as a learning tool within the methodological framework of MOI (§5). This can be done simultaneously with bilingual dictionaries, synonym and antonym dictionaries, online translation tools, and products specialized in showing keywords in context. Considering variables such as the language level of the users or type of problem (e.g., having a doubt about the use of a word in a specific context), the need to consult a given type of dictionary varies because every user has different problems and lexicographic needs in varying degrees of frequency over time (see Nomdedeu Rull and Tarp 2018).

The analytical, critical, and constructive vision that the teacher may develop when using a dictionary will help the learner develop their own critical awareness to help them decide which of the tools available serves their need best based on their needs at a given point in time. Instructors with knowledge about the functions of different types of dictionaries can reflect on the kinds of dictionaries they should use in their classes. They can consider (a) if, on one hand, they should prioritize elements such as *speed*, *immediacy*, *free access*, *multimedia* and/or *hypertextuality* in dictionaries not made for their students' profile and with questionable quality and (b) if, on the other, they should work with a printed Spanish (SFL/SSL) dictionary despite its disadvantages. The decision is not easy. The position defended here is to favor the teacher's decision who, in view of the emerging needs of their students and the functions of the dictionary, selects the most appropriate tools to use. In the end, the teacher is the person who understands their teaching-learning context the best and who can make decisions in light of variables such as *class setting*, *learning culture*, and *students' skills*.

3. Methodology/Techniques

As mentioned earlier, the methodology proposed here is to consider the dictionary not only as a consultation tool but also as a *strategic component* of language learning (§2.1). In communicative situations (such as text reception and production) the dictionary is an *auxiliary* tool because the main interest of language learners is communication. They expect *fast and easy answers* when consulting the dictionary in order to arrive at a solution to a communication problem. Using the dictionary in the classroom also may help improve communicative competence because of its potential role as another source of authentic input, i.e., its use cannot be restricted to meaning decodification. Activities should be learner-oriented other than dictionary-oriented (Béjoint 1989). Students should be advised to do motivating activities in which the dictionary may be another source of information for the generation of hypotheses and language learning while working cooperatively with other students. From this perspective, using different types of dictionaries in the classroom (§2.7) should be seen as equivalent to work with different text types in textbooks.

MOI includes communicative, task-based, and content-based language teaching. Therefore, the dictionary may be useful if oriented towards the meaning and the content of different types of messages. Activities proposed in §5 are based on (a) semantic relationships such as hypernymy, hyponymy, synonymy, antonymy, and polysemy and (b) lexical aspects such as when considering cognates and idioms, which are mostly found in the semantic section of monolingual dictionaries (definition, synonymy/antonymy) and in the section(s) related to word usage. These activities can help students learn and manage dictionaries in support of communicative development, a central focus of MOI, by means of tasks that promote the development of fluency, knowledge of content, and linguistic production. The activities also help students to develop autonomy in their learning process to decode and produce meaning in L2. Therefore, production becomes the priority, though reception and translation are not excluded, because these two elements are used in written and oral communication. One example would be when users read a text (reception), translate a text (mediation such as written translation), do an interpretation (mediation such as oral translation or interpreting), revise a text (revision), and follow activities based on production such as writing a text or preparing an oral presentation (see Fuertes-Olivera and Bergholtz 2018, 267). The activities may be completed by consulting different types of tools, including dictionaries, textbooks, handbooks, scientific journals, and the Internet.

The nature of the development of the sample activities is connected to the IBI (*input-based incremental*) approach, which is designed to promote vocabulary development by focusing on the manner in which target words are presented in the input and the progressive but thorough development of multiple aspects of vocabulary knowledge over time (Barcroft 2015). Relatedly, the activities are intended to involve students in the text, by highlighting their participation in the tasks they must face, in the production of texts (statements), in meaning negotiation, and in the use of different types of dictionaries. Their objectives are to increase vocabulary of Spanish language, to refine the dictionary skills described in §2.2, and to help students solve lexical problems by consulting the dictionary. More details of this methodology within MOI are provided in §4 followed by the sample activities in §5.

4. Integration within MOI

The methodology described in §3 is consistent with MOI in that Spanish (SFL/SSL) learners may take full advantage of using different consultation tools to promote different types of meaning-focused exchanges. MOI emphasizes the use of many communication activities that can be enhanced with the use of authentic materials. In this way, it is designed to promote the development of communicative competence among students (see Richards and Rodgers 1986). Particular attention is also paid to: (a) authentic language use; (b) activities that promote meaning negotiation among students and between students and teacher; (c) the role of effective communication, especially communication about content instead of focus on form in a manner that is divorced from meaning, which means that less, if any, attention is devoted to “correct” language use and rules about language; (d) ways of helping students to concentrate on language and the learning process; (e) meaning negotiation among students and risk taking; (f) emphasis on the process; (g) focus on fluency, which means giving more attention to language production rather than correction; and (h) development of learner autonomy (see Asassfeh et al. 2012a, 79 y 2012b, 526). In doing so, MOI focuses on: a) what the student tries to communicate; b) in content (message or reference), rather than in form (channel, code, or aesthetic functions); c) in probable intention rather than literal meaning; d) and in communication in the sense of something that is set up actively (Baleghizadeh 2010, 119). By communicating, we learn to communicate. Thus, following MOI, students learn by engaging in meaningful activities and in transactional and interpersonal conversations.

In consideration of MOI, one might also reflect on issues such as (a) the extent to which the four main language skills (listening, speaking, reading, and writing) are represented in different types of activities, (b) the manner in which students learn to participate in decision-making, such as when choosing reading materials and topics for writing; (c) the amount of time learners have opportunities to produce texts and spoken language; and (d) techniques for choosing vocabulary that is meaningful and authentic. Activities that involve dictionaries should contribute to developing learners' communicative competence. As such, they should include open tasks that facilitate meaning negotiation and that encourage students to probe their knowledge (Asassfeh et al. 2012B, 526).

4.1. Should dictionaries be used within MOI?

There is no reason to reject dictionary use as part of the language learning and teaching process. As explained in §1, dictionaries can solve problems punctually at moments of consultation, and can favor vocabulary learning in many ways, including by reinforcing processing of form and meaning of novel vocabulary reinforcement and encouraging retention of different aspects of vocabulary knowledge in long-term memory.

Considering the main characteristics of MOI and in spite of the drawbacks described in §2.5, the most adequate dictionary is a monolingual one if used simultaneously with other dictionaries (bilingual, synonyms and antonyms, etc.). This position is consistent with literature maintaining that monolingual dictionaries are the best for learners in a MOI program, in which L2 is used consistently. A monolingual Spanish dictionary also makes sense if one considers other factors such as distance between a learner's L1 and Spanish, learning culture, age, level of communicative competence, learning methodology, and so on. If L1 is avoided to a sufficient degree, the L2 learning process may be faster and more thorough, and, consequently, interference may be reduced.

However, supporters of bilingual dictionaries defend an opposing point of view (see Augustyn 2013; Adamska-Salaciak y Kernermann 2016). Note, for example, that using a monolingual dictionary is not an easy task and that non-native Spanish language learners prefer to use the bilingual dictionary (Nomdedeu Rull 2019; see also Tomaszczyk 1979, 1983 on English language learners) because they think this tool will help them resolve their doubts faster. Monolingual dictionaries offer more information about word contexts though interpretation may be more difficult. However, bilingual dictionaries show word meaning-related problems; that is, problems regarding the choice of equivalents, meaning discrimination and word family (see Al-Kasimi 1977: 58).

4.2. How can dictionaries be used effectively within MOI?

Within MOI, dictionaries may be used effectively if they are considered more as a learning tool than only as a consultation tool. This point is particularly applicable to activities in which the dictionary may be used as a means to generate hypotheses and a source of language learning when dictionaries are used cooperatively in motivating activities. I also support the idea of combining intentional and incidental learning that can emerge from dictionary use: "reading comprehension, writing, oral production and comprehension, translation, and other activities such as meaning validation, orthography, definitions, register, pronunciation, idioms, synonyms and antonyms, etc." (Balteiro 2016). Using a monolingual dictionary within MOI in a variety of different activities, such as those proposed in §5, is consistent with the nature of MOI.

Having considered these points, let us also consider in which situations dictionaries can provide the most benefit. The issue is not a simple one. Generally, dictionaries can be used in

whatever activity is planned within the Spanish classroom, such as (a) when a known word appears within a context where its meaning is not clear, (b) during free reading when unknown vocabulary can be looked up, (c) as part of an effort to improve grammatical or semantic knowledge of a known word at any given point in time, and (c) when problems or difficulties need to be solved as one is writing a text in foreign language. At what moment in the class should students consult the dictionary while working on different activities? Some specialists maintain, for example, that it may be better achieved once the student has finished a production-oriented activity and starts revising their work (see Carstens 1995, 114) because any interruption to these activities may inhibit creative thinking or change the focus of a narrative structure. Likewise, frequent use of the dictionary during reception activities can become an obstacle that blocks the connection the student may build between the word and its context. In any case, before doing the activities, such as those shown in §5, the teacher and their students should be sufficiently competent in the use of the dictionaries (§2.2) beforehand.

5. Sample Activities

In this section, sample activities are presented that integrate the use of different dictionaries. These activities are designed to help SFL/SSL learners within the teaching approach described in §3 and integrated into the MOI approach, as explained in §4. The objective of the sample activities is twofold: the teacher may decide (a) to use them all at the same time by doing some practice with the dictionary for solving problems and learning Spanish language or (b) to select only a few activities occasionally within a larger program of effective MOI. Depending on the activity chosen, the targeted proficiency range goes from the B1 to C1 level, according to the descriptors of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe 2001, 57-63) and its *Companion Volume* (Council of Europe 2020, 48-68) in Oral Production (speaking) and in written production (writing) activities. If the teacher decides to use all of the activities, they would also be suitable for a C1 level.

For more effective use of these sample activities, which are based on the use of texts, it is important to understand reading as a process and, for example, the role of schemata in reading comprehension. Contemporary reading tasks involve three-phase procedures: pre-reading, while-reading (*guided interaction*), and post-reading stages. Therefore, such activities may be done at the post-reading stage during a reading class. The first four activities are related to the vocabulary of personality traits. From the fifth activity onwards, a dictionary is used. For each activity, the statement conveyed to students appears within quotation marks. Recommendations to the teacher (after each “NOTE”) are also included.

5.1. Activities to familiarize the students with the text

1. “Lee el siguiente texto de la BBC Mundo.”

¿Por qué la gente quiere más a Lionel Messi que a Cristiano Ronaldo? Redacción BBC Mundo, 14/07/2016 [http://www.bbc.com/mundo/deportes-36794584]

NOTE: This text includes some personality traits. To help motivate students, you can choose one personality from a list of world-famous soccer players.

2. “¿Te sientes identificado con alguno de estos rasgos de personalidad? Coméntalo a tus compañeros de clase siguiendo el esquema de los ejemplos siguientes.”

NOTE: Make questions about text content and have students comment on the text to their classmates. Here are two examples:

- a) *Yo me considero trabajador y humilde, aunque en algunos momentos puedo ser arrogante.*
 - b) *Pues yo, en cambio, suelo ser bastante arrogante y engreído con algunas personas...*
3. “¿Identificas los rasgos de personalidad de Messi o Ronaldo con alguien que conozcas?”

NOTE: For semantic association, have students relate personality traits from the text with those observed among family or friends.

“Sin diccionario, añade otras palabras que conozcas relacionadas con los rasgos de personalidad que tengan sentidos similares a las del texto”.

NOTE: Have students work on synonymy. If they have difficulties finding synonyms, suggest a list adapted to their needs. In this way, semantic and associative fields can be explored as meaning is negotiated.

4. “Separa las palabras relacionadas con los rasgos de personalidad (las del texto y las que has incorporado) que presentan connotaciones positivas de las que presentan connotaciones negativas. Luego, contrástalas entre todos los compañeros”.

NOTE: Once some words suggested by the teacher are included, students may work further on semantic associations (synonymy and antonymy).

5.2. Activities involving dictionaries

5. “Compara con el uso del diccionario (de sinónimos) las palabras relacionadas con los rasgos de personalidad marcadas en negrita en el texto con las que has incorporado y asegúrate de que son sinónimas”.

NOTE: The students use the dictionary in this activity. The goal is for them to continue to explore semantic associations (synonymy, antonymy, or hypernymy and hyponymy) by using a dictionary of synonyms and antonyms (e.g. WordReference).

6. “¿Has encontrado varios sinónimos de las palabras referentes a los rasgos de personalidad y no sabes cuál es el más adecuado? Si este ha sido el caso, busca las palabras dudosas en un diccionario monolingüe. ¿Has tenido problemas para encontrar la acepción adecuada? Una vez despejadas todas las dudas y seleccionadas las palabras, construye un diálogo con ellas”.

NOTE: Students continue to work with the content of the text by exploring the monolingual dictionary (e.g. *SALAMANCA*, *Wikcionario*, *CLAVE* or the dictionary inserted in GT). They may analyze semantic features from the definitions and from sections about word usage and then do contrastive analysis of words. Open spoken interaction is suggested as the teacher may lead the dialogue with attention to the level and the particular needs of the students.

7. “Practica con las palabras mediante la descripción oral de una persona conocida por todos.”

NOTE: Once similarities and differences among the words in question have been identified, students may do an oral description of one of the other students in the class and other members of the class guess who they are.

8. “Contrasta los rasgos de tu descripción con los que Google imágenes muestra cuando buscas a esa persona”.

NOTE: It is recommend that students search for famous people who are easy to identify. In this way, they may draw semantic associations between known people from those retrieved by the search engine (e.g. Google).

9. “Busca las palabras con las que has trabajado en Google imágenes y pon la primera foto que aparezca de un personaje conocido al lado de cada uno de los adjetivos”.

NOTE: Have the students choose a photo from someone they know and whose facial expression may match the meaning associated to the word studied. Students may keep working on semantic association.

10. “Busca si las palabras trabajadas tienen otros sentidos no aplicables a la personalidad de alguien.”

NOTE: Have the students go back to the monolingual dictionary in order to work with polysemy of certain words (e.g. *bruto*, *chiflado*, *chulo*, *soso*, etc.). In this way, they may detect new senses thanks to the semantic features found in the definitions of the words suggested for the activity.

11. “Contrasta los usos de estas palabras no aplicables a la personalidad entre español y tu L1, primero sin diccionario y después con la ayuda del diccionario bilingüe. Luego construye frases con ellas”.

NOTE: Students reflect on their L1 for the first time with regard to whether the words studied are used or not in the same contexts. To do this, the students may write the Spanish words in a table with two columns. In one column, they write the L1 words and the Spanish in another column in order to reinforce knowledge of words and their senses, which may facilitate some aspects of usage.

12. “Escribe modismos que contengan algunas de las palabras trabajadas con los sentidos iniciales y contrástalas con las propias en tu L1.”

NOTE: Once students know how to use the words in question, they may make lexical and semantic associations through idioms, if known. They may then look up L1 equivalents. If students do not know any Spanish idioms, the teacher may suggest some examples (*más chulo que un ocho*, *ser el malo de la película* o *pronóstico reservado*, etc.).

13. “Busca en el diccionario monolingüe los modismos que has escrito y valora, en el caso de que estén en el diccionario, si contiene los datos adecuados para su comprensión y uso.”

NOTE: Students go back to the monolingual dictionary to look up idioms for the words previously studied. If they do not know idioms in L2, they can find some with the help from the teacher. This activity constitutes a critical approach to the dictionary because the students learn to value its usefulness.

6. Conclusion

The objective of this chapter has been to discuss dictionary use and to suggest some sample activities involving the dictionary that might be implemented within the MOI framework. Some suggestions for the use of dictionaries have been included – and sometimes suggestions for not using certain dictionaries – through a brief critical analysis of the main existing tools to determine which dictionaries may be more useful than others within the MOI approach. Likewise, the aim has been to show how by using a dictionary, instructors can help Spanish language learners to become more autonomous in their learning and improve their dictionary skills to support them to find better solutions for their communicative needs. To this end, emphasis has been placed on increasing awareness among teachers about the relevance of knowing how to use the dictionary. Teachers should know the dictionary, how it works, and how to make use of it. The methodology suggested here is to use dictionaries as a strategic component of language teaching instead of merely as a periodic tool for brief consultation. In other words, dictionaries can be a source of multiple types of information, something that is directly meaningful to learners, and in that sense, very much consistent with the goals of MOI.

In order to make the most of dictionaries, students should acquire the required skills for dictionary use (§3.2), which, if accomplished, creates space for a better language learning experience overall. In cases when a fully adequate dictionary for SFL/SSL learners is not available, it is advisable to combine dictionaries by paying special attention to their different functions and different advantages and disadvantages.

Finally, the interdisciplinary approach adopted in this chapter is not without its challenges. For the L2 Spanish teacher, one challenge is to develop sufficient background in lexicography and to help students utilize dictionaries by teaching them skills that allow them to become autonomous learners. For L2 Spanish students, there are challenges inherent to the acquisition of skills required to use dictionaries properly. For the lexicographer, focusing on Spanish, two main challenges are (a) finding ways to elaborate dictionaries with concrete functions in consideration of information and communication technologies that are already in use for other languages, such as Danish and English, and (b) improving understanding of the dictionary-user consultation practices and learning habits as these develop over time.

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