
A Study of the Use of the *HAT Afrikaanse Skoolwoordeboek* by Primary School Children

Michele F. van der Merwe, *Department Curriculum studies: Afrikaans,
Faculty of Education, University of Stellenbosch, Stellenbosch*
(michelevdm@sun.ac.za)

Abstract: A research project on the use of the *HAT Afrikaanse Skoolwoordeboek* by primary school learners is described. (In South Africa the term **learner** is used to describe a pupil at school). Studies on the way in which learners use dictionaries provide valuable information for both lexicographers and language teachers. The assessment of users' skills regarding the use of the *HAT Afrikaanse Skoolwoordeboek* was made in the learners' home language. In order to design a test to assess dictionary skills regarding the language learning outcomes of Grade 4 learners, the language learning assessment outcomes in the Grade 4 Afrikaans home language curriculum had to be unwrapped. The process was undertaken in cooperation with Grade 4 teachers to ensure that a realistic assessment of dictionary skills was made and an assessment of dictionary skills of 200 learners ensued. The assessments were marked, marks were calculated and results were analysed. Teachers were trained in teaching dictionary learning strategies and language skills. Learners then received training from their teachers to extract semantic information from a dictionary, as this proved to be the most difficult skill to master, according to the results of the assessment.

Keywords: PRIMARY SCHOOL LEARNERS, LANGUAGE TEACHERS, ASSESSMENT, DICTIONARY SKILLS, LANGUAGE LEARNING OUTCOMES, AFRIKAANS HOME LANGUAGE CURRICULUM, DICTIONARY FUNCTIONS, SCHOOL DICTIONARY, SPELLING, READING, DESIGN-BASED RESEARCH, LEARNING ECOLOGY, SEMANTIC INFORMATION

Opsomming: 'n Studie van die gebruik van die *HAT Afrikaanse Skoolwoordeboek* deur laerskoolleerders. 'n Navorsingsprojek oor die gebruik van die *HAT Afrikaanse Skoolwoordeboek* deur laerskoolleerders word beskryf. (Die term **leerder** word in Suid-Afrika gebruik om na skoolleerlinge te verwys). Navorsing oor die manier waarop leerders woordeboeke gebruik, verskaf waardevolle inligting vir leksikograwe sowel as vir taalonderwysers. 'n Assessering van gebruikersvaardighede t.o.v. die gebruik van die *HAT Afrikaanse Skoolwoordeboek* is in die leerders se moedertaal gedoen. Die leeruitkomstes van die graad 4-kurrikulum vir Afrikaans as huistaal is ontleed om 'n toets op te stel om woordeboekvaardighede rakende taalonderriguitkomstes van graad 4-leerders te assesseer. Die proses het in samewerking met graad 4-onderwysers geskied, om te verseker dat 'n realistiese assessering van woordeboekvaardighede plaasvind. Assessering van die woordeboekvaardighede van 200 leerders is uitgevoer. Die assesserings is gemerk, punte is bereken en resultate is ontleed. Onderwysers het opleiding ontvang in die onderrig van woordeboekvaardighede, en ook in die onderrig van taalvaardighede. Leerders het spesi-

fieke onderrig ontvang om semantiese inligting in 'n woordeboek te ontsluit, aangesien dit, volgens die uitslae van die assessering, die moeilikste vaardigheid was om te bemeester.

Sleutelwoorde: LAERSKOOLEERDERS, TAALONDERWYSERS, ASSESSERING, WOORDEBOEKVAARDIGHEDE, TAALONDERWYSERS, AFRIKAANS HUISTAALKURRIKULUM, WOORDEBOEFUNKSIES, SKOOLWOORDEBOEK, SPELLING, LEES, ONTWERPGEBASEERDE NAVORSING, LEEREKOLOGIE, SEMANTIESE INLIGTING

Introduction

The primary motivation for this research arose from the fact that studies on the way learners use dictionaries provide valuable information for both lexicographers and language teachers. Lexicographers constantly strive to improve dictionaries and language teachers are able to improve the dictionary skills of the users. The notion of the user perspective has become prominent in modern lexicography and several studies have been directed towards the needs of the users of dictionaries. These needs will be understood better if researchers and lexicographers are acquainted with the skills and levels of skill of such users. Steyn (2006: 138) recognises this when she remarks, "an extensive gathering and analysis of information about the intended users' needs and skills on language and reference level should precede any new dictionary". Beyer (2010: 54) states that, although research on pedagogical dictionaries, especially school dictionaries, has not received much attention from researchers in lexicography, there are indications that school dictionaries are better planned than in the past.

Valid assessment tools

The primary research question of the study was formulated as follows: What is the level of dictionary skills of learners using a school dictionary in their home language? In order to assess such dictionary skills, a valid assessment tool needed to be developed.

One of the biggest challenges for research in lexicography, however, is to establish a sound approach to determining the dictionary skills of users by making use of an assessment tool. Tono (2001: 84) remarks with scepticism that "not a single reliable measurement of dictionary using skills has become available so far". Results that record subjects' behaviour are often difficult to interpret and seem artificial in a non-natural environment. Tono suggests having results verified "in a more natural classroom setting" or in real-life situations, both formal and informal. Welker (2010: 265) describes tests conducted by Benson (1989), Bogaards (1994) and Sobrinho (1998) and Nesi and Hail (2002) point out that most studies on dictionary use have relied on the retrospection of users via questionnaires or interviews (e.g. Tomaszczyk 1979; Béjoint 1981; Bogaards 1988; Atkins and Varantola 1988). Researchers such as Summers

(1988), Tono (2001), Knight (1994), McCreary and Dolezal (1999) (Nesi and Hail 2002: 277) have created artificial occasions for more readily observable dictionary consultation under controllable conditions. Questionnaire-based research has been criticised for relying strongly on the respondents' desire to please and conform.

According to Welker (2010: 18), tests in a scientific or school context are conducted to measure or evaluate. One may employ the term **test** whenever subjects in an investigation have to execute some task, the results of which are to be evaluated. Tarp and Gouws (2010: 288) describe a test in the lexicographical sense of the word as a method to evaluate to what degree the consultation of a dictionary or other lexicographical tool can help users to satisfy their needs. The problem with such a description of a test is that it does not make provision for evaluation or assessment of the skills of the dictionary user; it seems that the success of dictionary consultation is shifted to the dictionary as a user-friendly tool to accommodate the users' needs. A test, or an assessment tool then, needs to be objective, reliable and valid to evaluate whether a user (in this case a learner) has met the standard that has been set. According to Wiegand (in Smit 2001: 301), three types of tests are possible; namely, (i) the user test, (ii) a test to determine metalexicographical knowledge, and (iii) a dictionary test. A user test can test user skills, language competence, user experience, knowledge of dictionaries, knowledge of patterns of user actions, and the skills to perform user actions of a specific type, thereby demonstrating the mastering of a user in practice. In this study, a monothematic dictionary test was used to access the dictionary skills of Grade 4 learners. Learners were assessed while consulting the *HAT Skoolwoordeboek*, making it a monothematic dictionary test, because it concerned the use of one dictionary only. Such a test could inform the didactical component of dictionary use, as was the case in the assessment conducted. Wiegand (in Smit 2001: 301) divides such tests into classes of (i) tests for users-in-action (i.e. while they are consulting a dictionary); (ii) tests for users-not-in-action (i.e. usually comprising tests concerning users' knowledge of dictionaries); and (iii) a mixture of (i) and (ii). In the current study, the user-in-action test was chosen, as learners were assessed whilst using the *HAT Skoolwoordeboek*.

The assessment outcomes mentioned in the national home language curriculum were used to compile an assessment tool to ensure the validity of the research method. In developing this assessment tool, the researcher worked together with qualified teachers to avoid compromising the validity of the tool. The project described in the study focused on unwrapping the learning assessment outcomes in the Grade 4 Afrikaans Home Language Curriculum, designing a test to assess dictionary skills regarding language learning outcomes of Grade 4 learners, and analysing the results of the assessment of dictionary skills. The study reported on in this paper attempted to describe and assess the dictionary skills of Grade 4 learners using the *HAT Afrikaanse Skoolwoordeboek* (referred to as *HAT Skoolwoordeboek* for the purpose of this article) in their home

language. According to the introduction, the *HAT Skoolwoordeboek* was compiled for Afrikaans Home Language and Afrikaans First Additional Language learners. The compiler claims that the dictionary meets all the requirements of the National Curriculum and that the choice of lemmas, the formulation of the definitions, as well as the selection of examples, were determined by the school environment.

Unwrapping the language curriculum

The South African language curriculum is an outcomes-based curriculum focused on different outcomes to be achieved by learners. These outcomes are assessment outcomes and provide a valid assessment tool that can be described as objective, reliable and valid. Wiegand (Welker 2010: 18) views objectivity as a very important component of the evaluation of tests. He distinguishes between the objectivity of the execution of the test, the objectivity of the measurement of results and the objectivity of interpretation. The last two criteria may be joined under the heading 'evaluation'; the second refers to the way in which the execution of the task is measured, while the third one refers to the fact that the evaluation should be made by more than one person. By making use of the outcomes described in the language curriculum in the execution of the assessment, the researcher ensured that the evaluation would be objective. That a research team was involved and the evaluation was not done by one person only also contributed to the objectivity of the assessment.

In order to make effective use of dictionaries as language learning tools, one needs to be aware of the learning assessment outcomes in the Home Language Curriculum. Learning assessment outcomes could be identified by 'unwrapping' the outcomes of the curriculum. Unwrapping refers to the skill associated with the outcome, the content of the outcome and the content for teaching. According to the National Curriculum Statement (2004) under Learning Outcome 3: reading and viewing, as well as Learning Outcome 6: language structure and use, learners should be able to show knowledge of the complexity of alphabetical order; record words in a personal dictionary; check spelling in a dictionary; and select relevant texts for own information needs (e.g. dictionaries, children's encyclopaedias and reference books).

Language outcomes were identified when teachers in a workshop decided which skills were important in language training and which skills needed to be assessed in an assessment of dictionary use. Dictionaries lend themselves excellently to be used as a productive language learning tool for language teaching in the classroom. It made sense to let teachers decide on the language skills, rather than relying on a researcher with a theoretical background. Humblé (2001: 21) notes that the point of view of experienced teachers is more unbiased and reliable than those of some lexicographers and academic researchers whose knowledge of dictionary use and language teaching may be limited.

After the curriculum for Afrikaans Home language was unwrapped, the

following language outcomes that could be used in teaching dictionary skills were identified from Learning Outcome 6: language structure and use:

- Spell frequently-used words correctly
- Use orthography correctly in commonly-used words
- Use capital letters correctly
- Develop vocabulary by recognising word families and words from similar fields
- Explore the origin of words
- Use abbreviations
- Understand the use of adjectives: inflection, degrees of comparison and intensive forms
- Understand the use of nouns: number, gender and diminutives
- Use everyday synonyms, antonyms, homonyms and homophones
- Use the appropriate formality register
- Use simple idiomatic expressions correctly.

To answer the research questions posed at the beginning of the paper, an assessment tool was developed to assess the dictionary skills of learners. After the analysis of the curriculum had been done, Grade 4 teachers drew up an assessment tool with the purpose of making use of the *HAT Skoolwoordeboek* to achieve the identified language outcomes. The assessment was focused on the identified language outcomes for home language that could be applied to dictionary usage. The assessment tool comprised a test to be taken by the learners without any prior instruction in dictionary skills. Individual teachers assessed their own learners, at their own schools and in their own time during lessons. This was done to avoid creating the feeling that an outside evaluator was monitoring and assessing the learners' work and to ensure that the assessment situation remained as natural as possible. A total number of 200 Grade 4 learners was assessed.

Dictionary functions

According to Abecassis (2007: 252), it is necessary to be aware of the different motivations that impel users to consult a dictionary when the best possible strategies for successful looking up of words are evaluated. Linguistic activities such as speaking, reading and translating are behind triggering the use of a dictionary. Gouws (2006: 75) distinguishes two kinds of functions within the theory of lexicographical functions, namely cognitive and communicative functions. The purpose of cognitive functions is to assist the user with general and encyclopaedic data; data on specific subjects; and data on language. Communicative functions support the user in the solution of problems regarding text production in the mother language and in a foreign language, as well as with the translation of texts from the mother language to the foreign language and

vice versa. Tarp (2008) adds another function, namely an operational one which describes an additional, underlying function of dictionaries, namely to help learners to make use of dictionaries and to develop dictionary skills. Tarp and Gouws (2010: 470) distinguish seven dictionary functions that need to be present in school dictionaries for home language learners. These include the following: Communicative functions relevant for linguistics to help learners with text reception (written or oral) and text production (written or oral); cognitive functions relevant for linguistics to help learners with grammar, vocabulary and learning more about the world; cognitive functions not relevant for linguistics to assist learners to learn more about the etymology of a word; and operational functions not relevant for linguistics to help learners develop dictionary skills.

Dictionary functions can play an important role in describing the transfer of information from dictionaries to users. The notion of dictionary functions was used in this study to enhance the assessment process, by linking dictionary tasks performed by learners to appropriate dictionary functions. When learners were assessed on the basis of the assessment criteria that were developed, dictionary functions were attached to certain tasks in order to make connections with dictionaries and pedagogical lexicography.

Assessment of dictionary reference and language skills

The assessment is supplied in Addendum A. An analysis of the assessment of the questions posed, as well as the dictionary reference and language skills featured in the assessment, is supplied. (A repetition of skills occurs, as several questions were used to test the same skills). Where applicable, the dictionary functions associated with a specific task are also indicated.

1. Arrange words in alphabetical order — alphabetisation as a dictionary reference skill. (operational function)
2. Arrange words in alphabetical order within the same letter, up to three letters after the initial letter.
3.
 - (a) Look up the guide word at the top of the page — understand the access structure of the dictionary. (operational function)
 - (b) Look up the guide word at the top of the page — understand the access structure of the dictionary. (operational function)
4.
 - (a) Look up a word in its alphabetical order. (operational function)
 - (b) Look up a word in its alphabetical order. (operational function)
5. Look up the spelling of a word — alphabetisation as a dictionary reference skill and checking spelling to find the correct orthographic form of the word. (cognitive function)

6. Find a word in its alphabetical order.
 - (a) Divide a word into syllables — understand the search structure of the dictionary. (operational function and cognitive function)
 - (b) Divide a word into syllables — understand the search structure of the dictionary. (operational function and cognitive function)
7. Find a word in its alphabetical order.
 - (a) Find etymological information on the word — understand the microstructure of the dictionary. (cognitive function)
 - (b) Find the part of speech of the word — understand the microstructure of the dictionary. (cognitive function)
 - (c) Find the plural of the word — understand the microstructure of the dictionary. (cognitive function)
8. Find a word in its alphabetical order. (operational function)

Find the inserted text associated with the word — understand the search structure of the dictionary. (operational function)

Find an applicable synonym in the inserted text — understand the search structure of the dictionary. (cognitive function)
9. Find a word in its alphabetical order. (operational function)

Find a synonym for the word — understand the microstructure of the dictionary. (cognitive function)
10. Find a picture in the dictionary (a range of page numbers were supplied) — search reading/read to find information.
 - (a) Find the word associated with the picture — search reading.
 - (b) Find the definition of the word, read it, extract meaning from the definition and apply the found information — understand the internal search structure of the dictionary, use critical thinking skills about the semantic information supplied. (cognitive and communicative function)
11. Find a word in its alphabetical order.
 - (a) Find where the stress is in the word when pronounced — understand the internal search structure of the dictionary. (operational and cognitive function)
 - (b) Find the diminutive of the word — understand the internal search structure of the dictionary. (cognitive function)

The test focused on assessing reference skills, i.e. knowledge of alphabetical ordering and the ability to understand the access structure of the dictionary, as well as the ability to use a dictionary for definitions, spelling, pronunciation and obtaining grammatical and etymological information. Inference was as-

essed as well, i.e. the ability to establish and interpret parts of speech, finding meanings, as well as the ability to correctly interpret meanings. Thus, the learners' abilities to use mostly operational and cognitive functions of the dictionary were assessed.

Table of results of assessment of Grade 4 learners using the *HAT Skoolwoordeboek*

In Table 1 results of the assessment are shown. The skills assessed, as well as the percentage of correct answers are indicated.

Question number	Skill assessed	Number of correct answers (from 200 learners)	Percentage of learners supplying correct answers
1	Alphabetisation	186	93%
2	Alphabetisation	113	56%
3a	Look up guide word	185	92%
3b	Look up guide word	155	77%
4a	Look up a word	118	59%
4b	Look up a word	116	58%
5	Look up spelling	150	75%
6a	Divide word into syllables	119	60%
6b	Divide word into syllables	88	44%
7a	Find etymological information	156	78%
7b	Find the part of speech	102	51%
7c	Find the plural of the word	124	62%
8	Find the inserted text and applicable synonym	115	58%
9	Find synonym	71	36%
10a	Find word associated with the picture	159	80%
10b	Extract meaning from the definition and apply the found information	71	36%
11a	Find stress in the word	87	44%
11b	Find diminutive	117	59%

Table 1: Results of assessment

In figure 1 the number of learners is shown per mark scored out of a total of 20 marks.

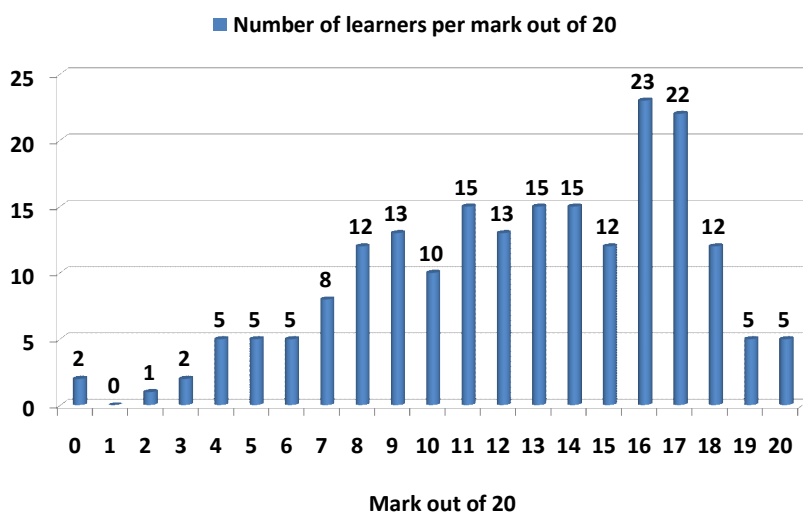


Figure 1: Results of assessment

A mark indicating that less than 50% of the class gave the correct answer was viewed as problematic. According to the results of the assessment, the following questions and related skills posed challenges to Grade 4 learners:

- (i) Question 10(b): Find the definition of the word, read it, extract meaning from the definition and apply the found information — understand the internal search structure of the dictionary, think about the semantic information supplied. A total of **64% of the learners** assessed gave a wrong answer. For the question, learners had to look up a picture of **anys** (aniseed) in the dictionary, read the definition and explain what its use is. The article is presented as follows in the *HAT Skoolwoordeboek*:

anys *s.nw.* [geen mv.] 'n plant waarvan die saad as geursel (bv. in beskuit) of as medisyne gebruik word.

Learners had difficulty in answering the question "For what can it be used?", although a clear answer to the question is supplied in the definition. The dictionary's cognitive and communicative functions had to be used to answer this question. The cognitive function refers to the fact that the learner's vocabulary could have been increased by the use of the picture as well as the semantic information supplied. The communicative function refers to text production, by which the learner should have been able to explain the use of the plant. This point indicates that learners were not able to apply an adequate reading strategy to extract semantic information from a definition. This also is an indication of a

low literacy level among children.

- (ii) Question 9: Find a synonym for the word — understand the internal search structure of the dictionary. A total of **64% of the learners** could not supply the correct answer to the question posed. Learners had to find a synonym in the article **biefstuk**. The article is presented as follows in the *HAT Skoolwoordeboek*:

bief.stuk *s.nw.* [-ke] 'n dik stuk (bees)vleis, gesny om gerooster/gebraai te word → SINONIEM: **steak**

For this question, learners had to read the whole article to find the synonym at the end of the article. The synonym is clearly marked with a synonym marker; the definition of the word is separated from the synonym with an arrow and the word 'sinoniem' appears in capital letters, but learners could not successfully apply a reading strategy to find the answer. Operational and cognitive functions of the dictionary were assessed in this question. The operational function refers to the dictionary skill of finding a synonym of a word in the dictionary, whereas the cognitive function refers to the extension of the learner's vocabulary through realising the semantic relations between different words.

- (iii) Question 11(a): Find where the stress is in the word when pronounced — understand the internal search structure of the dictionary. Learners were directed to look up the word **emoe**, with the page number given, referring to the operational function of the dictionary. They then had to supply an answer concerning which part of the word is stressed, as indicated in the article. This refers to the cognitive function of the dictionary, as learners had to learn more about the grammar of the language. A total of **56% of the learners** assessed gave a wrong answer. Learners could not successfully copy the answer out of the dictionary, or did not understand the dictionary convention involved with how word stress is indicated. The article is presented as follows in the *HAT Skoolwoordeboek*:

e.moe *s.nw.* [~s; ~tjie] 'n groot Australiese voël wat vinnig kan hardloop, maar nie kan vlieg nie: Die groot loopvoël, die emoe lyk baie soos 'n volstruis.

- (iv) Question 6(b): Divide the word **dubbelmediumonderrig** into syllables — understand the search structure of the dictionary. A total of **56% of the learners** could not supply the correct answer to the question posed. The word is divided into syllables in the dictionary article, making use of the cognitive function of the dictionary whereby learners could learn more about the grammar of the word. The operational function of the dictionary refers to the fact that learners had to familiarise themselves with the convention of dividing words into syllables by making use of full stops to distinguish between different syllables. Learners either did not understand the dictionary convention of indicating division of syllables

bles, or the word was too long for them to understand and write down correctly. Interestingly enough, a total of 60% of the learners could provide the correct answer to Question 6(a), for which they had to divide a shorter word, namely **blokkiesraaisel**, into syllables. The article is presented as follows in the *HAT Skoolwoordeboek*:

dub.bel.me.di.um.on.der.rig *s.nw.* [*geen mv.*] onderrig in twee tale in dieselfde skool.

- (v) Question 7(b): Find the part of speech of the word **canyon** — understand the internal search structure of the dictionary. A total of **49% of the learners** assessed answered the question wrongly. Learners did not understand the dictionary convention regarding the supply of a part of speech, which refers to the cognitive function of the dictionary. The article is presented as follows in the *HAT Skoolwoordeboek*:

can.yon *s.nw.* [*~s*] (*Spaans*) 'n rivierbedding met regaf kante wat diep in die landskap gevreet het: *die Visrivier-canyon in Namibië*.

Notable is the fact that learners had difficulty with questions related to semantic information. The two most problematic questions were about understanding the definition of a word and finding a synonym for a word. Both of these questions involved operational as well as cognitive functions of the dictionary.

Questions with which learners coped well are the following:

- (i) Arrange words in alphabetical order — alphabetisation as a dictionary reference skill referring to the operational function of the dictionary. A total of **93% of** learners assessed answered the first question correctly. This serves as an indication that learners have mastered the alphabet excellently.
- (ii) Question 3(a): Look up the guide word at the top of the page — understand the access structure of the dictionary referring to the operational function of the dictionary. A total of **92%** of the learners assessed answered the question correctly; this shows that learners have grasped the concept of a guide word at the top of a page.
- (iii) Question 10(a): Find the word associated with the picture — do search reading and understand that a word can be associated with a picture. A total of **80%** of the learners assessed gave the correct answer and this shows that learners showed understanding of pictures and illustrations in a dictionary.
- (iv) Question 7(a): Find etymological information on the word **canyon** — understand the internal search structure of the dictionary. The article is presented as follows in the *HAT Skoolwoordeboek*:

can.yon *s.nw.* [*~s*] (*Spaans*) 'n rivierbedding met regaf kante wat diep in die landskap gevreet het: *die Visrivier-canyon in Namibië*.

A total of 78% of the learners assessed answered the question correctly and this serves as indication that learners had mastered the dictionary search skill of finding etymological information, as well as a reading skill. Etymological information is indicated in italics and in brackets in the *HAT Skoolwoordeboek* and the information type is thus clearly distinguished from semantic information. This refers to the cognitive dictionary function not applicable to the learning of linguistics.

- (v) Question 3(b): Look up the guide word at the top of the page — understand the access structure of the dictionary, referring to the operational function of the dictionary. A total of 77% of the learners assessed had the correct answer, which shows that learners have grasped the concept of a guide word at the top of a page. In the question they had to apply search reading skills, as they had to decide whether a certain word occurred on the dictionary page.

With regard to dictionary functions, it is evident from the results that learners excelled in questions regarding operational functions. Learners experienced the most difficulties with questions where more than one dictionary function (either cognitive and communicative, or cognitive or operational) had to be applied.

Dictionary skills activities

After the assessment was conducted, learners were given training in dictionary skills. Language and dictionary-orientated activities were compiled, aimed especially at extracting semantic information from the *HAT Skoolwoordeboek*, as this proved to be the major problem that learners experienced in the assessment. Activities were developed, for example to find semantic information in definitions and to successfully apply reading strategies. Learners were taught semantic relations between words, such as synonyms and antonyms, as well as to extract information from a dictionary article. After learners were taught semantic skills using a dictionary, teachers reported an increase in the ability of learners to do a successful dictionary consultation. Learners completed activities focused on different language outcomes as prescribed by the curriculum that could be applied to dictionaries, such as spelling, identifying the etymology of words, the use of adjectives and the use of nouns. Teachers reported that learners were also more aware of information provided by dictionaries and dictionary use was more frequent in class.

Conclusion

The assessment tool that was designed is a utility tool to be used for assessment with different dictionaries and in different dictionary user situations. It was

designed in cooperation with experienced educators and can be adapted to different dictionary environments.

It is clear from the analysed assessment results that learners experienced problems with the extraction of semantic information from the dictionary. Most of the learners could not convey the correct meaning of a word from the dictionary definition. They had difficulty in understanding the definition of the word and applying the information that was presented. This process required the use of cognitive as well as critical thinking skills. Learners also had difficulty finding a synonym in the lemma article, as well as in the inserted text. The relation of synonymy forms an important part of the semantic information supplied in dictionaries and most lexicographers would agree that semantic information is the most important category of information supplied in a school dictionary. The fact that learners had difficulty with this has far-reaching implications for the lexicographer, the user and the language teacher. Lexicographers have to ensure that (school) dictionaries are user-friendly, so that learners can find the information they are looking for. They have to ensure that definitions of words are clear, easy to understand and child-friendly. Learners need to have dictionaries in the classroom; they need to be trained in the use of dictionaries, especially where more than one dictionary function is concerned. One of the earliest information and reference tools with which children need to be familiarised is the dictionary. Sufficient dictionary use can improve a learner's reference skills, vocabulary, conceptual frame of reference, and facilitate the correct spelling of words.

Language teachers need to be trained in order to be aware of dictionaries as problem-solving tools in the classroom and they need to take cognisance of the dictionary skills of learners.

Bibliography

- Abecassis, M.** 2007. Is Lexicography Making Progress? On Dictionary Use and Language Learners' Needs. *Lexikos* 17: 247-258.
- Beyer, Herman L.** 2010. Kontekstuele bepalers by die beplanning van skoolwoordeboeke. *Lexikos* 20: 52-72.
- Gouws, R.H.** 2006. Leerdergedrewe leksikografie. *Tydskrif vir Taalonderrig* 40(1): 72-84.
- Humblé, P.** 2001. *Dictionaries and Language Learners*. Frankfurt am Main: Haag und Herchen.
- Luther, Jana. (Ed.)**. 2009. *HAT Afrikaanse Skoolwoordeboek*. Cape Town: Pearson Education South Africa.
- Nesi, H. and R. Haill.** 2002. A Study of Dictionary Use by International Students at a British University. *International Journal of Lexicography* 15(4): 277-305.
- Smit, M.** 2001. Herbert Wiegand with a "Metalexicographical Panga" in the Jungle: An Unlocking of Wörterbuchforschung. *Lexikos* 11: 296-310.
- Steyn, M.** 2006. Aspects of the Micro-Architecture in Learner's Dictionaries. *Lexicographica* 22: 138-151.

- Tarp, S.** 2008. The Third Leg of Two-legged Lexicography. *Hermes, Journal of Language and Communication Studies* 40: 117-131.
- Tarp, S. and R.H. Gouws.** 2010. Skoolwoordeboeke vir huistaalleerders van Afrikaans. *Lexikos* 20: 466-494.
- Tono, Y.** 2001. *Research on Dictionary Use in the Context of Foreign Language Learning. Focus on Reading Comprehension.* Lexicographica. Series Maior 106. Tübingen: Max Niemeyer.
- Welker, H.A.** 2010. *Dictionary Use. A General Survey of Empirical Studies.* Brasilia: Author's Edition.

Addendum A

Weet jy hoe om 'n woordeboek te gebruik? Gr. 4

Gebruik die *HAT Skoolwoordeboek* om die volgende vrae te beantwoord:

1. Rangskik al die diere volgens die alfabet:
bok, esel, wurm, donkie, arend, olifant, renoster, mier (1)
2. Rangskik die name alfabeties:
Megan, Melanie, Markus, Monja, Miriam, Michael, Marina, Michelle (1)
3. Soek die gidswoorde: "begrip" en "beheptheid" op bl. 50.
 - a. Is die woord "beheer" op die bladsy? (2)
 - b. Is "bejaard" op die bladsy? (2)
4.
 - a. Watter woord kom na "bestryk" in die woordeboek?
SKRYF DIE BLADSYNOMMER NEER. (1)
 - b. Watter woord kom voor "billik" in die woordeboek?
SKRYF DIE BLADSYNOMMER NEER. (1)
5. Onderstreep die korrekte spelling nadat jy die woord in die woordeboek opgesoek het:
deliekaat, dellikaat, delikaat, deeliekaat (1)
6. Soek die woorde "blokkiesraaisel" en "dubbelmediumonderrig" in die woordeboek op.
 - a. Verdeel "blokkiesraaisel" in lettergrepe.
SKRYF DIE BLADSYNOMMER NEER. (1)
 - b. Verdeel "dubbelmediumonderrig" in lettergrepe.
SKRYF DIE BLADSYNOMMER NEER. (1)
7. Soek die woord "canyon" in die woordeboek op.
 - a. Uit watter taal kom die woord? (3)
 - b. Watter woordsoort is die woord?
 - c. Wat is die meervoud van "canyon"?
8. Soek die woord "dadelik" in die woordeboek op. Soeklees in die blokkie onder "dadelik". Gee drie woorde wat dieselfde beteken (sinonieme) as "dadelik". (2)
9. Gee 'n sinoniem vir "biefstuk" (1)
10. Soek tussen bladsy 34-36 vir dié prentjie!
 - a. Wat is dit? (3)
 - b. Waarvoor kan dit gebruik word?
11. Soek die woord "emoe" op bl. 34.
 - a. Waar lê die klem van die woord? (2)
 - b. Wat is die verkleinwoord van "emoe"?

