

The first and most noticeable feature of the results in Table 7 and Table 8 is that the data category of meaning was recognised as lexicographically relevant by 98.8% of the respondents as represented by item 15 but only by 42.5% of the respondents as represented by item 31. Item 31 also yielded the most 'no' answers of the lexicographically valid items (43.6%). This apparent anomaly demands a closer look at the statements contained in the items involved:

Item 15: John wonders what the meaning of the word *courteous* is.

Item 31: John wonders how many eggs are in a *dozen*: 10 eggs or 12 eggs?

While the statement in item 15 can be regarded as referring directly to meaning, the statement in item 31 might not be seen by all respondents as relating to meaning. It can be argued that what is at stake in item 31 is a single semantic component of the meaning of the lexical item *dozen* and not its entire meaning. Had the statement read 'John wonders what the meaning of the word *dozen* is', the result would in all probability have compared favourably to that of item 15. Nevertheless, this anomaly provides an important insight for dictionary pedagogy: Although the need for information on the meaning of a word is clearly the most widely recognised lexicographically relevant need, as this study and those referred to in 2.1.1 confirm, the concept *meaning* and its application cannot be assumed to be identical for all potential dictionary users. During dictionary pedagogy it might not be sufficient to merely state that a dictionary (also) provides the meaning of words and to task learners during related exercises to 'find the meaning' of a given word. The full scope of the concept *meaning* should be explored, so that potential dictionary users would in the first place recognise a relevant need for information as one pertaining to (an aspect of) *meaning*, failing which, they would not recognise such a need as lexicographically relevant, as the results of item 31 seem to suggest.

The second noticeable feature of the results in Table 7 is that the data categories of part of speech identification and morphological information on plural formation and verb tense scored higher as recognised lexicographically relevant needs than spelling, which other user studies have ranked as the second most consulted data category (cf. Hartmann 1989). When the dictionary 'titles' provided by respondents in answering item 9 (cf. 4.4) are considered, the most probable reason for this difference is that the respondents used dictionaries to satisfy mostly second language information needs whereas the results referred to by Hartmann pertain to mother tongue information needs.

The items that were recognised as representing lexicographically relevant needs by between 50% and 80% of the respondents were items 18 (break-off of a word), 22 (indication of a fixed preposition), 23 (sociostylistic markedness), 24 (spelling: capitalisation), 25 (etymology), 34 (indication of an opposite), 35 (indication of a synonym), 37 (sociostylistic markedness) and 39 (subject-verb agreement).

4.8 Recognised lexicographically relevant needs vs. exposure to dictionary pedagogy at school, frequency of dictionary use or dictionary ownership

To determine if the variables of exposure to dictionary pedagogy at school, frequency of dictionary use or dictionary ownership had an effect on respondents' recognised lexicographically relevant needs relative to the pre-constructed dictionary profile, the results of two calculations are presented: (a) comparisons between the relevant average respondent scores (cf. 4.7.1) and (b) comparisons between the responses to the lexicographically valid items.

4.8.1 Compared average respondent scores for all variables

No statistically significant difference was found between the average respondent scores for any of the variables. This means that the variables of exposure to dictionary pedagogy, frequency of dictionary use and dictionary ownership had no significant effect on respondents' average scores in relation to the pre-constructed dictionary profile.

4.8.2 Responses to lexicographically valid items vs. exposure to dictionary pedagogy

The results of this comparison show that there are statistically significant differences between the two groups of responses only with regard to five of the twenty lexicographically valid items ($p < 0.05$). These results are summarised in Table 9.

Table 9: Lexicographically valid items yielding statistically significant differences between the answers of respondents who had undergone dictionary pedagogy at school and those who had not

Item no.	Taught?	Yes %	No %	Don't know %	n	X ²	df	p
13	Yes	90.8	6.9	2.3	305	7.2	2	0.03
	No	83.0	13.9	3.1	194			
22	Yes	61.8	25.1	13.1	283	8.2	2	0.02
	No	48.9	36.0	15.1	186			
24	Yes	69.4	19.4	11.2	284	7.9	2	0.02
	No	57.3	29.7	13.0	185			
29	Yes	80.8	7.7	11.5	287	6.8	2	0.03
	No	80.1	13.4	6.5	186			
34	Yes	59.3	26.8	13.9	287	6.5	2	0.04
	No	55.1	36.4	8.5	187			

The represented data categories are spelling (items 13 and 24), the indication of a fixed preposition (collocation) (item 22), the meaning of an abbreviation (item 29) and the indication of an opposite (item 28). With regard to the items pertaining to spelling, the statistical significant difference occurs with regard to the number of 'yes' answers, i.e. significantly more respondents who had undergone dictionary pedagogy at school recognised spelling as a lexicographically relevant need than those who had not been exposed to dictionary pedagogy. The same applies to the item representing the indication of a fixed preposition. With regard to the items representing an indication of the meaning of an abbreviation and the indication of an opposite, the statistically significant difference occurs in relation to the number of 'no' answers, i.e. significantly more respondents who had not undergone dictionary pedagogy denied these data categories as lexicographically relevant needs than those who had indeed been exposed to dictionary pedagogy.

Overall, exposure to dictionary pedagogy seems to have had a significant effect on respondents' evaluation of specific information needs as lexicographically relevant with regard to five (25%) of the twenty lexicographically valid items. These recognised lexicographically relevant needs correspond to a certain extent to the competency statements in the relevant school syllabuses (cf. 2.2.2.1).

4.9 Responses to lexicographically valid items vs. frequency of dictionary use

When responses to lexicographically valid items according to frequency of dictionary use are compared, six of the lexicographically valid items yielded significantly different results ($p < 0.05$). These results are summarised in Table 10.

Table 10: Lexicographically valid items yielding statistically significant differences in terms of frequency of dictionary use

Item no.	Frequency of use	Yes %	No %	Don't know %	n	X ²	df	p
15	Daily	99.5	0.0	0.5	189	17.1	6	0.01
	Weekly	100.0	0.0	0.0	162			
	Monthly	100.0	0.0	0.0	88			
	Rarely	90.7	1.9	7.4	54			
19	Daily	91.5	5.1	3.4	177	17.3	6	0.01
	Weekly	91.6	2.6	5.8	154			
	Monthly	86.2	9.2	4.6	87			
	Rarely	82.4	2.0	15.6	51			
22	Daily	65.6	23.7	10.7	177	14.1	6	0.028
	Weekly	54.6	29.2	16.2	154			
	Monthly	51.2	38.4	10.4	86			
	Rarely	44.0	34.0	22.0	50			

29	Daily	85.2	5.5	9.3	182	26.1	6	0.0002
	Weekly	79.9	10.1	10.0	149			
	Monthly	85.2	11.4	3.4	88			
	Rarely	56.9	21.6	21.5	51			
33	Daily	95.1	1.6	3.3	182	19.9	6	0.003
	Weekly	91.9	4.7	3.4	148			
	Monthly	92.1	3.4	4.5	89			
	Rarely	78.4	15.7	5.9	51			
39	Daily	61.5	28.9	9.6	187	14.5	6	0.02
	Weekly	52.2	41.4	6.4	157			
	Monthly	46.6	39.8	13.6	88			
	Rarely	40.8	44.4	14.8	54			

The two items yielding the greatest statistically significant differences are item 29 ($p=0.0002$) and item 33 ($p=0.003$). These items represent the data categories of meaning of an abbreviation and part of speech identification respectively. In terms of item 29, significantly fewer respondents who indicated that they had rarely used a dictionary at school answered 'yes' and significantly more 'no' and 'don't know' than those who indicated more frequent dictionary use. This leads to the conclusion that significantly more respondents who had used dictionaries at least once a month recognised the need for information on the meaning of an abbreviation as a lexicographically relevant need than those who had rarely used a dictionary. A similar result applies to item 33 with respect to recognising the need for information on part of speech as lexicographically relevant, except that the differences are only significant in terms of the 'yes' and 'no' answers.

The results of item 15 indicate that significantly more respondents who had used a dictionary rarely were unsure of whether needs for information on the meaning of words were lexicographically relevant than those who had more frequently used a dictionary and answered 'don't know' (7.4% as opposed to 0.5% and lower). Also, significantly fewer respondents who indicated rare dictionary use confirmed this need as lexicographically relevant by answering 'yes' (90.7% as opposed to 99.5% and higher), although the absolute result remains very high.

Significantly more respondents who indicated rare dictionary use were unsure whether a need for information on the formation of plural forms represents a lexicographically relevant need and answered 'don't know' than those who indicated more frequent dictionary use (item 19: 15.6% as opposed to 5.8% and lower).

With regard to item 22, significantly more respondents who indicated daily dictionary use confirmed a need for information on a collocation as lexicographically relevant than those who indicated less frequent dictionary use (65.6% as opposed to 54.6% and lower). Also, significantly more respondents who indicated rare dictionary use were unsure of the status of this information

need than those who indicated more frequent dictionary use (22.0% as opposed to 16.2% and lower). Generally, however, the need for information on collocations are regarded as lexicographically relevant by only 65.6% of respondents who indicated daily dictionary use, and declines with decreased frequency of dictionary use.

The results to item 39 shows a clear decrease in the number of 'yes' answers with a decrease in dictionary use frequency (daily 61.5% to rarely 40.8%), suggesting that significantly more respondents who indicated daily dictionary use recognised a need for information on subject-verb agreement as lexicographically significant than those who indicated less frequent dictionary use.

Generally, the results described above indicate that more respondents who used dictionaries frequently recognised the mentioned needs as lexicographically relevant than those who used dictionaries less frequently. This is the case with six (30%) of the twenty lexicographically valid items.

4.10 Responses to lexicographically valid items vs. dictionary ownership

In comparing responses to lexicographically valid items according to dictionary ownership, only two of the lexicographically valid items yielded significantly different results ($p < 0.05$). These results are summarised in Table 11.

Table 11: Lexicographically valid items yielding statistically significant differences in terms of dictionary ownership

Item no.	Owner of dictionary?	Yes %	No %	Don't know %	n	X ²	df	p
19	Yes	91.8	3.0	5.2	330	9.6	2	0.008
	No	82.6	9.6	7.8	115			
37	Yes	66.5	21.5	12.0	343	7.8	2	0.02
	No	54.3	24.1	21.6	116			

In terms of item 19, significantly more respondents who own dictionaries recognised a need for information on plural formation as lexicographically relevant and answered 'yes' than did respondents who do not own dictionaries (91.8% vs. 82.6%). Conversely, significantly more respondents who indicated that they do not own a dictionary denied this need as lexicographically relevant and answered 'no' than did respondents who indicated that they own a dictionary (9.6% vs. 3.0%).

With regard to item 37, significantly more respondents who own dictionaries recognised a need for pragmatic information on a word as lexicographically relevant and answered 'yes' than did respondents who do not own dictionaries (66.5% vs. 54.3%). Also, significantly more respondents who indicated that they do not own a dictionary were unsure whether this need is lexicographically relevant and answered 'don't know' than did respondents who indicated that they own a dictionary (21.6% vs. 12.0%).

Overall, dictionary ownership as a variable seems to have had a significant effect on respondents' evaluation of specific information needs as lexicographically relevant with regard to two (10%) of the twenty lexicographically valid items.

5. Conclusions

The results discussed above have addressed the objectives of the survey as set out in 2.2.2.3. In terms of the aims of the study, the following conclusions, as answers to the research questions in 2.2.2.2, can be formulated:

- A Generally, the respondents' perceptions of 'a dictionary' coincides with a prototypical definition of the concept *dictionary* as 'a source providing the meaning of words', and in line with this perception respondents demonstrate a rudimentary knowledge of dictionary typology.
- B In spite of the syllabus requirements of the Namibian Ministry of Education, only 60.8% of the respondents had been exposed to some form of dictionary pedagogy at school.
- C (1) Dictionary pedagogy at school has had a minimal effect (25%) on respondents in terms of recognising specific needs for information in the survey as lexicographically relevant. In terms of the average concept respondents have of the information potential of a dictionary, it seems that dictionary pedagogy at school has had no effect.
(2) Frequency of dictionary use has had some effect (30%) on respondents in terms of recognising specific needs for information in the survey as lexicographically relevant. In fact, it seems that frequency of dictionary use has had a marginally greater effect in this respect than dictionary pedagogy. In terms of the average concept respondents have of the information potential of a dictionary, it seems that frequency of dictionary use has had no effect.
(3) Dictionary ownership has had a negligible effect (10%) on respondents in terms of recognising specific needs for information in the survey as lexicographically relevant. In terms of the average concept respondents have of the information potential of a dictionary, it seems that dictionary ownership has had no effect.

6. Limitations of the study

The following limitations apply to this study, and offer avenues for further research:

- (a) Because of the sample type, the results of the survey cannot be generalised for the whole population. However, the sample is fairly substantial

in size (n=509), providing at least some level of confidence in its representatives. To acquire results that could be applied to the whole population, either replications of the survey (cf. Du Plooy 2009: 122) or complementing data gathering methods would have to be employed (cf. Lew 2002).

- (b) The quality of dictionary pedagogy as a variable is not accounted for. The general assumption, however, based on the results of the survey, knowledge of teacher training curricula and experience with in-service teacher training, is that dictionary pedagogy at schools would be offered at an extremely basic level and in a non-systematic fashion. This could probably be attributed to teachers' own insecurities and attitudes, as referred to in 4.5.
- (c) Although the lexicographically valid items in the questionnaire are said to be representing data categories, the exact level of representation is not accounted for. This, however, does not influence the relative results. As was seen in the different responses to items 13 and 31, both said to represent the data category of indication of meaning, the formulation of items might have an influence on responses. This possible influence could be accounted for by including more (control) items representing a single data category.

7. Perspective

This perspective is offered as a response to the motivation for this study (cf. 2.2.2.1).

The concepts the respondents have of 'a dictionary' resemble the concept of the prototypical dictionary.

Carstens (1995: 107) states that school learners display an aversion to dictionary use. This observation seems to be challenged by the fact that 38.4% of the respondents in this study reported daily dictionary use and a further 32.8% weekly dictionary use at school, while 74.3% of the respondents own dictionaries. One reason for the apparent inconsistency between Carstens' statement and the data could be that, while Carstens' statement applies to the South African context, the educational context in Namibia causes comparatively more (acute) needs for linguistic information among learners. Another, perhaps less probable reason could be that learners' attitudes to dictionaries and dictionary use have changed significantly over the past fifteen years.

It is generally accepted that no dictionary culture exists in South Africa, and the same can probably be said of Namibia. However, when the frequency of dictionary use and the levels of dictionary ownership revealed by the survey are considered, at least some prerequisites for the establishment of a dictionary culture seems to exist among the respondents, notably the *self*-recognition of lexicographically relevant needs. If the results of this study could be general-

ised for the population of school learners in Namibia, then the country is certainly ripe for the organised implementation of a dictionary culture by employing a broad framework like that of Klein (2007).

One of the focal areas for the implementation of a dictionary culture would indeed be at schools. At the moment, however, dictionary pedagogy in Namibian schools seems to be largely ineffective. This could probably be attributed to the lack of a reading culture prevailing in the country and not in the least among school teachers. Language teachers themselves have generally not been exposed to dictionary pedagogy either. It is therefore highly probable that the teaching of dictionary skills is grounded in the same deficient concepts of dictionaries that this study has revealed. (Re-)implementing dictionary pedagogy at schools would have to start with (a) in-service teacher training, (b) the inclusion of dictionary pedagogy in student teacher curricula, and (c) more detailed competency statements in the relevant school syllabuses.

Finally, as a result of the above, this study has shown that the planning of dictionary pedagogy at UNAM should assume no prior exposure to (effective) dictionary pedagogy, while the notion of *meaning* should not be assumed to be identical for all potential users and that dictionary pedagogy should take cognisance of this important aspect.

Endnotes

1. The authors are grateful to Ms Annelie van der Hoeven, Assistant Registrar: Academic Administration, for her assistance.
2. The system could determine that 978 first year students had completed their secondary education at a Namibian government school in 2008, but not all students who registered for their first year in 2009 necessarily completed their secondary education in 2008.
3. In the reproduced questionnaire in Addendum A, item numbers are indicated in italics and between brackets, e.g. (1).

References

- Algeo, J. 1989. Dictionaries as Seen by the Educated Public in Great Britain and the USA. Hausmann, F.J. et al. (Eds.). 1989–1991: 28-34.
- Atkins, B.T.S. and K. Varantola. 2008. Monitoring Dictionary Use. Fontenelle, T. (Ed.). 2008. *Practical Lexicography. A Reader*: 337-375. Oxford: Oxford University Press.
- Atkins, B.T.S. and M. Rundell. 2008. *The Oxford Guide to Practical Lexicography*. Oxford: Oxford University Press.
- Babbie, E. and J. Mouton (Eds.). 2001. *The Practice of Social Research*. Cape Town: Oxford University Press Southern Africa.
- Barnhart, C.L. 1967. Problems in Editing Commercial Monolingual Dictionaries. Householder, F.W. and S. Saporta. (Eds.). 1967: 161-180.
- Béjoint, H. 1981. The Foreign Student's Use of Monolingual English Dictionaries: A Study of Language Needs and Reference Skills. *Applied Linguistics* 2: 207-222.

- Béjoint, H.** 1989. The Teaching of Dictionary Use: Present State and Future Tasks. Hausmann, F.J. et al. (Eds.). 1989–1991: 208-215.
- Bergenholtz, H. and S. Tarp (Eds.).** 1995. *Manual of Specialised Lexicography. The Preparation of Specialised Dictionaries.* Amsterdam/Philadelphia: John Benjamins.
- Beyer, H.L.** 2006. 'n Voorlopige model vir die sistematiese beskrywing van gebruikersvriendelike in woordeboeke. *Lexikos* 16: 46-66.
- Beyer, H.L.** 2010. Kontekstuele bepalers by die beplanning van skoolwoordeboeke. *Lexikos* 20: 52-72.
- Bogaards, P.** 2003. Uses and Users of Dictionaries. Van Sterkenburg, P. (Ed.). 2003: 26-33.
- Carstens, A.** 1995. Language Teaching and Dictionary Use: An Overview. *Lexikos* 5: 105-116.
- Du Plooy, G.M.** 2009. *Communication Research. Techniques, Methods and Applications.* Second Edition. Cape Town: Juta.
- Ekwa Ebanéga, G.-M. and F. Tomba Moussavou.** 2008. A Survey of the Dictionary Use of Gabonese Students at Two South African Universities. *Lexikos* 18: 349-365.
- Faul, A.K.** 2008. Increasing Interactions with Nature: A Survey of Expectations on a University Campus. *Urban Habitats* 5(1): 58-83.
- Gouws, R.H. and D.J. Prinsloo.** 2005. *Principles and Practice of South African Lexicography.* Stellenbosch: SUN PRESS.
- Gouws, R.H.** 1989. *Leksikografie.* Pretoria/Cape Town: Academica.
- Greenbaum, S., C.F. Meyer and J. Taylor.** 1984. The Image of the Dictionary for American College Students. *Dictionaries* 6: 31-52.
- Haacke, W.H.G. and E. Eiseb.** 2002. *A Khoekhoegowab Dictionary with an English Khoekhoegowab Index.* Windhoek: Gamsberg Macmillan.
- Hartmann, R.R.K.** 1989. Sociology of the Dictionary User: Hypotheses and Empirical Studies. Hausmann, F.J. et al. (Eds.). 1989–1991: 102-111.
- Hartmann, R.R.K.** 2001. *Teaching and Researching Lexicography.* Essex: Pearson Education.
- Hatherall, G.** 1984. Studying Dictionary Use: Some Findings and Proposals. Hartmann, R.R.K. (Ed.). 1984. *LEXeter '83 Proceedings:* 183-189. Tübingen: Max Niemeyer.
- Hausmann, F.J., O. Reichmann, H.E. Wiegand and L. Zgusta (Eds.).** 1989–1991. *Wörterbücher. Ein internationales Handbuch zur Lexikographie/Dictionaries. An International Encyclopedia of Lexicography/Dictionnaires. Encyclopédie internationale de lexicographie.* Berlin/New York: Walter de Gruyter.
- Householder, F.W. and S. Saporta (Eds.).** 1967. *Problems in Lexicography.* Bloomington: Indiana University.
- Jackson, H.** 2002. *Lexicography. An Introduction.* London/New York: Routledge.
- Kernerman, I.J.** 2007. What's So Good or Bad about Advanced EFL Dictionaries? Gottlieb, H. and J.E. Mogensen (Eds.). 2007. *Dictionary Visions, Research and Practice. Selected Papers from the 12th International Symposium on Lexicography, Copenhagen 2004:* 139-145. Amsterdam/Philadelphia: John Benjamins.
- Klein, J.** 2007. Implementing a Dictionary Culture in South Africa: An Attempt at a General Framework for the African Languages. *Lexikos* 17: 416-423.
- Landau, S.I.** 2001. *Dictionaries. The Art and Craft of Lexicography.* Second Edition. Cambridge: Cambridge University Press.
- Lew, R.** 2002. Questionnaires in Dictionary Use Research: A Reexamination. Braasch, A. and C. Povlsen (Eds.). 2002. *Proceedings of the Tenth EURALEX International Congress, EURALEX*

- 2002, Copenhagen, Denmark, August 12–17, 2002, Vol. 1: 267-271. Copenhagen: Center for Sprogteknologi, Copenhagen University.
- Maho, J.F.** 1998. *Few People, Many Tongues. The Languages of Namibia*. Windhoek: Gamsberg Macmillan.
- Ministry of Basic Education and Culture.** 2000. *Upper Primary Phase Syllabus. Second Language Integrated English Syllabus. Grades 5–7*. Okahandja: National Institute for Educational Development.
- Ministry of Basic Education, Sport and Culture.** 2004. *The Curriculum for the Lower Primary Phase (Grades 1–4)*. Okahandja: National Institute for Educational Development.
- Ministry of Education.** 2005. *Namibia Senior Secondary Certificate English Second Language Syllabus. Ordinary Level. Grades 11–12*. Okahandja: National Institute for Educational Development.
- Ministry of Education.** 2006. *Junior Secondary Phase English Second Language Syllabus. Grades 8–10*. Okahandja: National Institute for Educational Development.
- Ministry of Education and Culture.** 1993. *The Language Policy for Schools. 1992–1996 and Beyond*. Windhoek: Ministry of Education and Culture.
- Quirk, R.** 1973. The Social Impact of Dictionaries in the UK. McDavid, R.I. and A.R. Duckert (Eds.). 1973. *Lexicography in English*: 76-83. New York: New York Academy of Sciences.
- Siegel, M.E.A.** 2007. What Do You Do with a Dictionary? A Study of Undergraduate Dictionary Use. *Dictionaries* 28: 23-47.
- Svensén, B.** 1993. *Practical Lexicography. Principles and Methods of Dictionary-Making*. Oxford: Oxford University Press.
- Tarp, S.** 2008. *Lexicography in the Borderland between Knowledge and Non-Knowledge. General Lexicographical Theory with Particular Focus on Learner's Lexicography*. Tübingen: Max Niemeyer.
- Tarp, S.** 2009. Reflections on Lexicographical User Research. *Lexikos* 19: 275-296.
- Töttemeyer, A.** 2010. Multilingualism and the Language Policy for Namibian Schools. *Education in Fragile Contexts: Governance Practices and Challenges*. Baden-Baden: Nomos.
- Van Sterkenburg, P.** 2003. 'The' Dictionary: Definition and History. Van Sterkenburg, P. (Ed.). 2003: 3-17. Amsterdam/Philadelphia: John Benjamins.
- Van Sterkenburg, P. (Ed.)**. 2003. *A Practical Guide to Lexicography*. Amsterdam/Philadelphia: John Benjamins.
- Whitcut, J.** 1989. The Dictionary as a Commodity. Hausmann, F.J. et al. (Eds.). 1989–1991: 88-94.
- Wiegand, H.E.** 1977. Nachdenken über Wörterbücher. Aktuelle Probleme. Drosdowski, G., H. Henne and H.E. Wiegand. 1997. *Nachdenken über Wörterbücher*: 51-102. Mannheim/Vienna/Zürich: Bibliographisches Institut.

Addendum A: The questionnaire



**The University of Namibia
Dictionary Survey**

(1)

1__ FE
2__ FEMS
3__ FEN
4__ FHSS
5__ FL
6__ FMHS

This is a survey to find out what you think about dictionaries. You will not write your name on this questionnaire, so we will not know who answered on this page. Please try to be as honest as possible. There are no right or wrong answers. We just want to find out what students think about dictionaries in general.

Please write only in the *white* spaces or make an X where you are requested to do so.

(2) Your age:		years	7
---------------	--	-------	---

(3) Your gender (Mark with X in one block.)	Male	8
	Female	9

(4) In which region did you complete Grade 12? (Mark with X in one block.)	Caprivi	10
	Erongo	11
	Hardap	12
	Karas	13
	Kavango	14
	Khomas	15
	Kunene	16
	Ohangwena	17
	Omaheke	18
	Omusati	19
	Oshana	20
	Otjikoto	21
Otjozondjupa	22	
Not in Namibia	23	

(5) What do you think a dictionary is?	24
.....	
.....	
.....	

(6) How often did you use a dictionary at school? (Mark with X in one block.)	Almost every day	25
	Every week	26
	Once or twice a month	27
	Hardly ever	28

Answer this question <i>only</i> if you answered "<i>Hardly ever</i>" to the previous question: (7) Why did you never really use a dictionary at school? (Mark with X in one block.)	There were no dictionaries available.	29
	We were not allowed to use dictionaries in class.	30
	There was one or only a few dictionaries in class, but I was afraid everyone would think I was stupid if I asked to use a dictionary.	31
	I do not know how to use a dictionary.	32
	I did not need or find it necessary to use a dictionary.	33

(8) If you did use a dictionary at school, what kind of dictionary did you use? (Mark with X in one block.)	A monolingual dictionary, e.g. an English dictionary that explains the meanings of words in English by using definitions.	34
	A bilingual dictionary, e.g. an English dictionary that gives the translations of English words in another language, like Afrikaans, Damara>Nama or Oshiwambo.	35
	I don't know what kind of dictionary I used.	36
	I never really used a dictionary at school.	37

(9) If you did use a dictionary at school, what was the name of the dictionary that you used? If you can't remember, write "DON'T REMEMBER".	38
.....	

(10) Did any teacher ever teach you how to use a dictionary? (Mark with X in one block.)	Yes	39
	No	40

Answer this question <i>only</i> if you answered "Yes" to the previous question: (11) Which teacher taught you how to use a dictionary? (Mark with X in one block.)	One of my language teachers	41
	Another teacher	42

(12) Do you have your own dictionary? (Mark with X in one block.)	Yes	43
	No	44

John is a first year student at UNAM. Below are a number of questions that he is wondering about. Which of the questions do you think a dictionary would answer for John? If you think that a dictionary would provide the answer, mark the "Yes" block next to the relevant question. If you think that a dictionary would not provide the answer to a question, mark the "No" block next to the relevant question. If you don't know whether a dictionary would provide the answer, mark the "Don't know" block next to the relevant question.

(13) John is not sure how to spell the word <i>psychologist</i> . Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	45
	No	46
	Don't know	47

(14) John wonders how the weather will be like tomorrow. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	48
	No	49
	Don't know	50

(15) John wonders what the meaning of the word <i>courteous</i> is. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	51
	No	52
	Don't know	53

(16) John must prepare for a class presentation and he is not sure how to pronounce the word <i>pterodactyl</i> . Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	54
	No	55
	Don't know	56

(17) John wonders how much a hamburger costs. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	57
	No	58
	Don't know	59
(18) John is writing and he is not sure where he can break off the word <i>interesting</i> at the end of a line. Is it <i>inte-resting</i> or <i>inter-esting</i> ? Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	60
	No	61
	Don't know	62
(19) John wonders what the plural form of the word <i>curriculum</i> is. Is it <i>curriculum</i> s or <i>curricula</i> ? Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	63
	No	64
	Don't know	65
(20) John reads the following sentence: "When Lisa's car broke down, she knew she was a sitting duck." John does not know the meaning of the expression <i>she was a sitting duck</i> . Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	66
	No	67
	Don't know	68
(21) John is not sure what today's date is. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	69
	No	70
	Don't know	71
(22) John is writing a birthday card for a friend. He is not sure whether he should write <i>Congratulations on your birthday!</i> or <i>Congratulations with your birthday!</i> Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	72
	No	73
	Don't know	74
(23) John is writing a formal business letter to the Ministry of Education, and he is not sure whether he may use the word <i>stuff</i> in such a formal letter. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	75
	No	76
	Don't know	77
(24) John is not sure whether he should spell the word <i>Christian</i> with a capital letter. Is it <u>C</u> hristian or <u>c</u> hristian? Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	78
	No	79
	Don't know	80

(25) John wonders where the word <i>biltong</i> comes from. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	81
	No	82
	Don't know	83
(26) John wants to know what the telephone number of the nearest hospital is. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	84
	No	85
	Don't know	86
(27) John is not sure what the past tense form of <i>catch</i> is. Is it <i>catched</i> or <i>caught</i> ? Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	87
	No	88
	Don't know	89
(28) John wonders why Christmas Day always falls on 25 December. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	90
	No	91
	Don't know	92
(29) John wonders what the abbreviation <i>VAT</i> stands for. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	93
	No	94
	Don't know	95
(30) John wonders what sound a cat makes: Does a cat <i>bark</i> or does it <i>meow</i> ? Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	96
	No	97
	Don't know	98
(31) John wonders how many eggs are in a <i>dozen</i> : 10 eggs or 12 eggs? Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	99
	No	100
	Don't know	101
(32) John wants to know the distance between Windhoek and Oshakati. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	102
	No	103
	Don't know	104

(33) John wonders whether the word <i>critic</i> is a verb or a noun. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	105
	No	106
	Don't know	107
(34) John wonders what the opposite of the word <i>hot</i> is. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	108
	No	109
	Don't know	110
(35) John is looking for a synonym for the word <i>nice</i> . Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	111
	No	112
	Don't know	113
(36) John wants to find out how many books there are in the UNAM library. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	114
	No	115
	Don't know	116
(37) John wonders if the word <i>bloody</i> is a swearword. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	117
	No	118
	Don't know	119
(38) John wonders if he should put a comma before the word <i>because</i> in a sentence. Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	120
	No	121
	Don't know	122
(39) John is not sure whether he should write <i>I am sick</i> or <i>I is sick</i> . Do you think a dictionary would provide the answer? (Mark with X in one block.)	Yes	123
	No	124
	Don't know	125

Thank you very much for your cooperation!

Addendum B: Summary of the results of questionnaire items 13 to 39

Item no.	Yes %	No %	Don't know %	n	X ²	df	p
13	87.8	9.6	2.6	502	675.0	2	<0.05
14	1.0	99.0	0.0	501	972.3	2	<0.05
15	98.8	0.2	1.0	501	966.4	2	<0.05
16	80.5	14.9	4.6	502	510.2	2	<0.05
17	1.6	97.4	1.0	501	925.5	2	<0.05
18	70.5	15.9	13.6	477	295.9	2	<0.05
19	89.7	4.6	5.7	476	680.8	2	<0.05
20	42.5	41.9	15.6	475	67.4	2	<0.05
21	1.9	97.5	0.6	476	881.5	2	<0.05
22	57.0	29.3	13.7	474	136.4	2	<0.05
23	50.1	37.5	12.4	475	104.8	2	<0.05
24	64.8	23.4	11.8	474	220.3	2	<0.05
25	51.4	33.3	15.3	478	93.9	2	<0.05
26	1.2	97.1	1.7	481	879.8	2	<0.05
27	89.4	7.7	2.9	479	678.1	2	<0.05
28	11.5	79.5	9.0	478	458.9	2	<0.05
29	80.6	9.8	9.6	478	479.4	2	<0.05
30	47.2	38.2	14.6	479	81.3	2	<0.05
31	43.6	48.9	7.5	479	145.6	2	<0.05
32	1.4	96.9	1.7	478	868.1	2	<0.05
33	91.8	4.4	3.8	478	736.3	2	<0.05
34	58.0	30.3	11.7	479	156.4	2	<0.05
35	70.4	17.6	12.0	493	307.0	2	<0.05
36	1.0	98.2	0.8	496	938.7	2	<0.05
37	63.3	22.3	14.4	494	205.0	2	<0.05
38	39.1	44.9	16.0	494	69.4	2	<0.05
39	53.7	36.6	9.7	494	145.4	2	<0.05