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DEDICATION

This work is dedicated to my father that although we did not share all the time together he has always given me his unconditional support, to my mother for always give me her love despite our differences of opinion, she has always been at my side, to my sister because one way or another she always supports me and motivates to get ahead, my grandparents who gave me their love and understanding throughout my life for them I am what I am.

Lisbet Johanna Ayala

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First I thank God for giving me the life and the opportunity to reach this coveted achievement for giving me wisdom to go all my life and let me make the right decisions to get where I find myself now.

My dad for being my mainstay, my unconditional support which never left me, being a father than my faithful friend.

My mother because despite our disagreements continued to support me in one way or another in my training.

My sister for her unconditional support all the times. My grandparents for always supporting me and giving me encouragement in the most difficult moments of my life.

Lisbet Johanna Ayala

ABSTRACT

The low use of dictionaries in a foreign language brings with it a number of difficulties as claimed by some studies are mainly teachers must have knowledge of the components which has the dictionary, but in many cases the teachers do not know, it is why to be reported on the appropriate use thereof to thereby guiding their students the proper use of it, also the appropriate dictionary for students depends largely on their age, their levels of knowledge and needs, and that many students do not have English or possessing not meet your expectations, it is important to remember that the dictionary is not only a book where we find the meaning of a word but it more thoroughly know the use of it as we can visualize the optimal use of this with several examples, there are many types of dictionaries for learning a foreign language, highlighting including monolingual dictionary as a concept is given in the same language so that the students become familiar with their different uses, to guide students to acquire a good dictionary should the teacher know fully the components thereof and that is why in this paper we apply the inductive method where the development of a guide to the use of a dictionary is proposed which will very helpful for teachers to deepen their knowledge and become more familiar with it, so will achieve transmit their knowledge very clearly to students, improving the use of English in students, making them feel more secure when using later it will have increased their vocabulary and increase their lexis.

Keywords: dictionary, vocabulary, teacher, student guide.

RESUMEN

La poca utilización de los diccionarios de una lengua extranjera trae consigo una serie de dificultades como lo afirman algunos estudios realizados, principalmente los docentes deben tener conocimiento de los componentes que posee el diccionario, pero en muchos de los casos no lo sabe, es por eso que debe informarse sobre el adecuado uso del mismo para de ésta forma poder guiar a sus alumnos al uso adecuado de éste, así mismo el diccionario apropiado para los estudiantes depende en gran parte de su edad, sus niveles de conocimiento y sus necesidades, ya que muchos de los estudiantes no poseen diccionario o el que poseen no llenan sus expectativas.

Es importante recordar que el diccionario no es solo un libro donde encontramos el significado de una palabra sino que a más de ello conocemos a fondo el uso de la misma ya que podemos visualizar el óptimo uso de ésta con varios ejemplos, existen muchos tipos de diccionarios para el aprendizaje de una lengua extranjera, resaltando entre ellos el diccionario mono lingual ya que se da un concepto en el mismo idioma haciendo que el estudiante se familiarice con sus diferentes usos, para guiar a los estudiantes a adquirir un buen diccionario debe el maestro saber a cabalidad los componentes del mismo y es por eso que en este trabajo aplicaremos el método inductivo donde se propone la elaboración de una guía del uso del diccionario lo cual será de mucha ayuda y el docente profundice sus conocimientos y familiarizarse más con el mismo, de esta manera logrará transmitir sus conocimientos con total claridad hacia sus estudiantes, mejorando el uso del diccionario en los educandos, logrando que éstos se sientan más seguros al momento de usarlo, a más de ello habrán incrementado su vocabulario y también aumentado su léxico.

Palabras claves: Diccionario, léxico, docente, alumno, guía.

TABLE OF CONTENTS

CONTENT	PAGE
Cover.....	I
Frontispiece.....	II
Expropriation of responsibility.....	III
Dedication.....	IV
Gratitude.....	VI
Abstrac or Resumen.....	VII
Index or Content.....	VIII
Introduction.....	9
Developing.....	11
Conclusion and recommendations.....	19
Bibliography.....	21

INTRODUCTION

In the learning and teaching of the English language is essential vocabulary acquisition, as this is a very important part when learning a second language. But not enough just to know vocabulary, but the exact meaning of the words and you know them used in context because this way students can retain best what they learn and expand their vocabulary, for that reason it should encourage students the use of dictionaries, as these are support tools and an important resource to help in different ways both teachers and students to know the meaning of words and also to know how to use these words in context to use them more often, which is why the dictionary becomes an essential point of reference in learning a second language.

Consequently the dictionary is considered a useful book that can solve the main questions concerning the definition and writing of a given word, for it is proposed demonstrate it is not only as an occasional tool for solution of doubts, but as a potential object of study and continuing educational tool to not only see the definition of a word, but other linguistic aspects, leading to an awareness of the use of language and, more importantly, achieve understanding of linguistic elements.

Furthermore dictionaries help students to enrich their vocabulary, improve the capacity of speaking, writing, to deepen the study and management of English grammar as a foreign student in the dictionary will try to find the equivalent in your lexicon mother tongue of a fast, but we realize that students in their English classes do not use an appropriate dictionary, which leads to their English classes are incomprehensible to them and especially that there is a significant learning in classrooms class.

As we know, dictionaries covering the needs of the students, both for understanding and for the production, but not being used as a reference or learning, the student will not be able to determine the meaning of a word, much less know the grammatically correct use of a particular sentence.

It is also important that students know about grammar, that is, when is an adjective or a verb or a noun, as there are words that can be a noun or verb at the same time and the student must know what meaning has in each case, that is why the use of dictionaries is an essential tool in learning a foreign language and by not giving the importance that this should not be expanded and improved knowledge about vocabulary, much less handle a vocabulary active.

As such, the limited use of dictionaries by students in their English classes cause they cannot understand or express themselves correctly and ignore the meaning of some basic words they need to know in order to develop their vocabulary.

For the development of the problem deductive method was used in the theoretical foundation; the inductive method for the preparation of the proposal and to approach the object of study observation technique was used. The objectives that guided the work are:

GENERAL PURPOSE

Build a proposal to solve the problem of the lack of use of dictionaries in learning a foreign language.

SPECIFIC OBJECTIVES

- Develop a methodology for using the dictionary in learning a foreign language.
- Apply methodically and build the solution to the problems identified for proper use of dictionaries for English teaching.

The study is presented divided into the following parts: preliminary, introduction, development, bibliography and appendices; in the introductory part a conceptual and contextual approach to the object of study is the development begins with some historical background of the problem and its theoretical foundation that is the basis for the formulation of the solution of the problem, finally realizes the references used in practical work.

DEVELOPING

Use the dictionary in the teaching-learning process has always been a problem for teachers, particularly in the area of English where they are quite limited, the use of these begins early in the student because it is essential to increase their knowledge in a meaningful way, unfortunately the use of the dictionary is rare in children, youth and adolescents as they have been driving the wrong way, because they do not know where to start looking for a word, they do not understand the parts of the speech which are: An abbreviation for the word entry after the pronunciation is given: N, Adv, Adj, V, etc. Which causes it to truncate in the development of user tasks and many times limited to simply not use it. Teachers should encourage students to use the dictionary and dictionaries to point out that "are not reading books; Nor are textbooks; They are books that are used to support as a source of information. " (Ciro, 2015) As Giro says the teacher must give notice to the student that the dictionary has a magna wealth beyond what they can imagine, therefore must make the most.

It is essential to recognize the importance of using a good dictionary not only limited to see it as a quick way out of the gaps that students present "The dictionary is a useful tool for lexical enrichment, but their use in the classroom is limited to the search for words whose meaning is unknown " (Muñoz, 2014) according to the contribution of Muñoz in our environment dictionary it is seen only as a book or as an immediate response to our concerns, and rarely use it as an object of study, which limits us to get in to the real contribution that gives us the same. Good use of the dictionary depends heavily on the knowledge that the teacher has about the same, but given the shortcomings that students present when performing a query "We judge that the teacher needs to know the constituent parts of the dictionary to guide their students in a search right allowing a useful, continuous and profitable results".

(De Grandi, 2015) According to the contribution of De Grande is the master who must first provide knowledge about the structure that holds the dictionary he is who guide son the knowledge to their students achieving fruitful performing search in your teaching process and do use the same part of their daily lives. The use of the dictionary depends on the requirements of the student "The user must be aware of the types of dictionaries as a kind of a dictionary provides information according to user needs" (Ahmad, 2013) According to Ahmad, A., & Iqbal, z. authors The teacher must access a dictionary according to the demands of students and that

many times the student works with the wrong dictionary which causes lack of interest and understanding of it.

There are countless dictionaries but is vitally important one according to our requirements within the most used are: Bilingual, which presents an interesting definition because it uses many examples using the word to refer to various contexts showing their variation as to It uses, where monolingual presents its meaning translated into the native language of the user which is not fruitful because it limits the student to know the variation of their use, plus it does not show variety of examples; Electronic which have a value determined according to the type of dictionary that is requested, the interesting of these dictionaries is that it shows the phonetics of the word to refer it also allows you to repeat the word to implement and thus improve the pronunciation; Online dictionaries are the easy access to most of these are free range also shows examples using the word consulted phonetics also shows the speed of the now long consultation which is important for the student but by the very fact not makes a significant learning with these types of dictionaries; Applications which are used in mobile phones or tablets or computers are also very useful because we can have a dictionary at all hours. Using a correct dictionary is helpful for the student as it not only increases the vocabulary but also helps you in correct pronunciation, among the factors that influence the acquisition of new vocabulary is also the student's ability to store information, intelligence and not everyone has the same capabilities as quickly or to acquire it, age is another factor as it is very important to maximize premature in making the student ages go up since his early age vocabulary, the motivation received by the teacher is also vital as it is who is going to encourage start to use it. This problem has been impacting the quality of education particularly in the management of a foreign language such as English. During the development of the pre professional practices in educational institutions it was found the little use of dictionaries in the learning of a foreign language, ignoring the need to consult a good dictionary to help resolve the doubts.

It is vital that teachers encourage their students to read as set with it will use the dictionary, in addition to reading comprehension is achieved and help to improve the spelling because the student gets used to continuous use thereof. Within the student's vocabulary acquisition it has two types active vocabulary which uses it very often in their daily lives, also has a passive vocabulary which does not use but recognizes him as it has many similarities with writing on his mother tongue such as history, hospital, intelligent, possible, etc.

In Ecuador some teachers do not handle methods for teaching dictionary use and the construction of a large vocabulary of a foreign language, which limits students to use the appropriate dictionary and its importance in the teaching-learning process. In the province of El Oro it is actually playing in the use of foreign language dictionaries, causing little interest in finding a new vocabulary by students. Particularly in the Institute Tecnológico Superior "Dr. Jose Ochoa Leon "by ignorance that teachers have to apply methodological strategies in the learning management dictionary foreign language students. The practice of using dictionaries in a foreign language is very limited because there is no adequate knowledge of management, which limits the student to "perform tasks that teach the information contained in the dictionary and capitalize on the same." (Margarita Cote González&Cristina Tejedor Martínez, 1998, pág. 26)According to the authors, teachers do not have methods for teaching a foreign language by using the dictionary that allows the acquisition of new vocabulary in the students. The dictionary presents not only the meanings of words and it presents a lot of components essential for the student, since in this way achieves a deep knowledge of the queried word in the same manner reach a full understanding of it. Many times the student is not satisfied with the dictionary already own most of the time is with words that do not appear in his dictionary which provokes frustration at not being able to understand the reading, which is why the teacher should guide the use of a good dictionary to meet student needs and thus motivate the continuous use. It is important for the development of learning student teacher help you select a dictionary according to their age, level of education and their needs, but what happens if the teacher is not accustomed to using a tangible dictionary for clarification and is that "More than half of teachers (50.6%) reported not using printed dictionaries more" (Bae, 2015)according to the contribution of Bae it says that a significant proportion of teachers do not use the palpable dictionary because technology gives us the facility to quickly find an unfamiliar word, saves time and helps us with the phonology of words as this one you can see printed on the dictionary more cannot listen to online dictionaries offer this great opportunity, more of it is the fastest gain in the consultation, some are free others have a cost. There are also pocket dictionaries should be able to choose which best meets our needs.

The frequency of use of the Dictionary is very poor students as they flock to the teacher to get the concept of it, and do not get the concept more information to make a useful insight into the importance of that word.

Some students use the bilingual dictionary, these are useful but the principles according as the student progresses need a dictionary that meets your expectations in

stating that situations can you use the word you are looking for and that's why the teacher should promote the use of a monolingual dictionary as this contains a number of examples when and how to use the words consulted in the same "monolingual dictionaries are useful for the students and They can help them to learn better" (Ali, 2012) as Ali says is advantageous to use a monolingual dictionary in students, as they are very important for school performance, in the same way leads to a full understanding of the word consulted.

That is why the teacher should have knowledge of the management of the dictionary because many times students do not understand the components that have the same, because it must prepare teachers as to the structure having the dictionary so take your students to the full understanding of it.

Use the Dictionary class achieved that students are more competent and thanks to the continuous use of the same feel safer when using a word in a real context, in the same way manage to create an extensive vocabulary and increase their vocabulary. The main objective is the use of the dictionary is released preliminary, learning the alphabetical order, pick the right meaning, spelling clarify doubts, solve problems concerning the words that are not found such as: plural, conjugated verbs, affixes know, suffixes and prefixes

Select a suitable dictionary for meaningful learning in a foreign language is of paramount importance because they "provide useful information on grammar points, use the formality or informality, synonymous, and discrimination between spoken and written English is generally not treated in textbooks " (Ahangari, 2015) according to Ahangari the dictionary content is very important in the teaching-learning process as its how beyond a meaning, an understanding of the word as a whole, by their example helps to use the words learned in a real context knowing employ different aspects and uses of new vocabulary achieved.

"Explicit learning is learning vocabulary when the focus is on the words to be learnt, while incidental or implicit vocabulary learning is learning that occurs without the conscious intention to do so, When the learner's primary objective is something else,; such as reading comprehension, learning from context"(Gold, 2015); According to Gold students acquire two types of learning one that do consciously wanting to learn a new word and the other unconsciously in the reading of a text which is much better because not only acquire a word but remember all I saw in the context.

Among the most dictionaries acquired by the students are the monolingual and bilingual, dictionaries showing us our mother language translation are not recommended for meaningful student learning as they show the wide use and only has a word limit you a few.

Using a monolingual dictionary is most recommended for its broad explanatory field words to consult, not only gives the meaning of the words, but also an appropriate use in a real context showing variety of examples in a foreign language, likewise shows phonetics which is really important for the correct pronunciation of it, also indicates their origin i.e. if it is an adjective, adverb, regular or irregular verb, noun, etc.

In that sense, using the technique of observation it was found that there is a low level of knowledge of teachers in the management and use of dictionaries for English language teaching consequently a proposal to solve the problem is necessary. From the foregoing, it is imperative that teachers know the components of the dictionary so you can easily use these educational resources with their students and achieve good learning a foreign language in the same; these components are explained below:

Entry Word. - It is the word you look up. Entry words are in bold type and listed in Alphabetical order.

Irregular forms. - The dictionary also shows irregular forms of the entry word, If an –s, –es, -ed, or –ing is simply added to the word,

The dictionary does not list these regularly spelled forms.

Sample Sentence.- Sometimes then try word is used in a simple Sentence or phrase to help explain them earning of the entry word.

Guide words.-At the top of each dictionary page are two words called guide words. They are the first and lasten try words appearing on that page. Guide Words help you find an entry world quickly.

Pronunciation.- It is given between two lines. Special letters are usedto show How to pronounce the word.

Parts of speech.-An abbreviation for the entry word is given after the pronunciations which are:

Noun: Are words which names persons, places, things or ideas; for example: table, dog, flower, cup, etc.

Pronouns: Are words which take the place of nouns; for example: I, he, we, she, they, him, it.

Verbs: Are words which show actions or being; for example: go, learn, jump, sleep, move, etc.

Adjective: Are words which describe nouns and pronouns; for example: pretty, old, nice, blue, and they include the articles a, an, and the.

Adverbs: Are words which describe verbs, adjectives, or other adverbs; for example: not, almost, too, very, always and most word ending in “ly”.

Conjunctions: are words which hook or join words, phrases, or sentences; for example: and, but, for, yet, or, nor, though, since, unless, etc.

Interjections: Are words which express emotion or are “fillers” in sentences; for example: oh!, wow!, yes!, uhh!, help!, etc.

Prepositions: Are words which indicate time, place or position.

Definitions.-One or more definitions are given for each entry word. If there is more than one definition, the definitions are numbered.

Inside of the dictionary you can find too:

Abbreviations

Abbr. Abbreviation

Adj. Adjective

C Countable noun

Conj. Conjunction

Det. Determiner

I Intransitive verb

n. noun

pl. plural

pp. past participle

prep. Preposition

pron. Pronoun

pt. Past tense

sb. Somebody

sing. singular

sth something

ymb. Symbol

T transitive verb

U uncountable noun

v. verb

AustralE Australian English

BrE British English

CanE Canadian English

E AfrE East African English

IndE Indian English

IrishE Irish English

NAmE North American English
NEngE English from Northern England
NZE New Zealand English
SAfrE South African English
ScotE Scottish English
SEAsianE South East Asian English
US English for the United States
WAfrE West African English
WelshE Welsh English

Symbols

- ~ replaces the head word of an entry
 - how is new part of speech in an entry
 - ▶ derivative(s) section of an entry
 - in head word (a●ffect), shows where a Word can be broken
 - ⌘ in phrasal verbs, shows that the object may come either before or after the particle.
- OPP shows an opposite
SYN show a synonym
IDM idiom(s) section of an entry
PHR V phrasal verb(s) section of an entry

USES OF THE DICTIONARY

To improve your writing.- in this section the dictionary teach you how to write a business email or a long research essay.

It also teaches you how to write a bibliography, to give oral presentations, to write a summary.

You can learn **vocabulary about specific things** like: city and countryside, mountains and coast, the environment, tree, plants and flowers, the animal kingdom, architecture, buildings, homes, house, garden/yard, DIY and cleaning, living room, dining room, bedroom, bathroom, kitchen, cooking, fruit and vegetables, herbs, spices, nuts and cereals, packaging, musical instruments, toys and games, hobbies, sports, extreme sports, cycles, cars, aircraft, boats and ships, vehicles, the body, hair and make-up, clothes, accessories, computing, office, classroom, shapes, solids and angles, the earth and the solar system, The British Isles, Canada and the United States of America, Australia and New Zealand,

In the **reference section contents** you can find: irregular verbs, verbs, phrasal verbs, nouns and adjectives, collocations, idioms, notes on usage, the language of literacy criticism, punctuation, numbers, common first names, geographical names, British and

American English, The Academic Word List, pronunciation and phonetic symbols in the dictionary.

CONCLUSIONS

- It concludes that the use of a dictionary is indispensable for the student, the study of each component thereof is necessary, start in the preliminary parts, it is essential for the student as it is in this section where you will get to know better the same.
- Once the student has analyzed the components studied fully dictionary and each has greater ease of use thereof, with the use of a monolingual dictionary has increased their vocabulary and ease when interpreting a text.
- A good dictionary has phonetic, always clearly the user must choose a Dictionary according to their age and their needs as a student.

RECOMMENDATIONS

- Start with the preliminary parts of the dictionary is most suitable for students, since in this section where they begin to learn the dictionary.
- Use a bilingual dictionary is recommended to use a monolingual as it gives the meaning of words in a foreign language and not in the native language of the user, which is important as it helps to be familiar with the proper use of the same later it shows many different examples of speaking in real contexts.
- Use the correct dictionary according to age, level of knowledge or interest of the student is important because it depends on the continuous use.

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