

## 第二語言/外語學習中字典的使用

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### 摘 要

本文主要將探討文獻上有關第二語言/外語學習中字典的使用，並試著釐清常見的錯誤觀念。首先，我們將檢視主張在第二語言/外語閱讀時字典的使用會妨礙閱讀的觀念，而且我們將著重於和字彙學習相關的實驗，以便討論使用字典的方法和時間性，同時認可這個策略的優點。亦即，本文意在重新評估字典的使用在外語學習上所扮演的角色。第二，不同類型字典的選擇一直是個議題，因為實際狀況和理想的建議存在著很大的分歧。雖然大多數的學生喜歡用雙語字典，語言教師卻認為其是有害的並進而建議使用單語字典。在討論各種異議的同時，本文也提出遠瞻性的作法是介紹一種實用性較強的字典來融合前兩種字典的特色。這種新的字典，名為“雙語化字典”，雖經教學實驗證實有效，但仍須較多的證據來確立它在外語學習上的角色。最後，作者鼓勵將這個學習策略併入課堂的學習。

**關鍵詞：**字典的使用，外語閱讀，字彙學習，雙語化字典。

# Dictionary Use for Second/Foreign Language Learning

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## Abstract

In this paper, it is aimed to review existing studies regarding the strategy of dictionary use for second/foreign language learning and an attempt is made to clarify a number of misconceptions. First of all, the contention that dictionary use in foreign language reading would impede reading comprehension will be examined and rectified in light of the findings obtained in experimental research. In particular, the merits of dictionary use will be recognized by means of introduction into recent experiments in support of its effects on vocabulary development, and of discussion of how and when to make best use of this strategy. Basically, this paper is intended to call for a re-evaluation on the role of dictionary use in second/foreign vocabulary learning. Secondly, types of dictionaries are always a problematic issue in that a huge gap exists between actual practice on the part of the language learner and pedagogical advice given by applied linguists and language teachers. While most of learners prefer bilingual dictionaries as their main reference books, teachers regard them as detrimental and thus suggest that monolingual dictionaries be more suitable for language learning. Arguments will be presented and discussed with a view to reconciling these differences. In order to meet the learner's needs and to take into account teachers' suggestions, a more promising solution is raised as to introducing a kind of more practical dictionaries, namely bilingualised dictionaries, which is proved to be effective, but more empirical evidence in classroom practice should be sought. Finally, the author urges an effort made to integrate the strategy of dictionary use into language classroom.

**Keywords:** dictionary use, reading comprehension, vocabulary development, bilingual dictionaries.