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# Glossary use of multilingual student teachers in South Africa

**Abstract:** Students and teachers are a multilingual cohort at university in South Africa, as they speak more than one language and they are trained in more than one language. Studies in user research on student teachers and their use of a glossary in a specialised setting are rare. This study investigated student teachers as a user group regarding their use of a glossary as well as the influence of their use of a glossary. Their language profile, terminology needs and reference habits are described in the study within the context of user situations. An intervention in teaching the integration of a glossary to students to improve their use of terminology in coursework was undertaken by a project team. Results of a pre-test and a post-test are described. The findings reveal a substantial improvement in results from the post-test in comparison to marks obtained in the pre-test.

**Keywords:** user group, glossary, student teachers, intervention

## 1 Introduction

As a contribution to this volume on dictionary use and dictionary teaching, this article focuses on the use of a glossary by student teachers as well as teaching glossary use to them in a faculty of education. The specific glossary used is called the MobiLex trilingual glossary and is available at <https://mobilex.sun.ac.za/>. MobiLex is a mobile glossary that has been compiled for undergraduate students at a university in South Africa (Van der Merwe 2016, 2017). The MobiLex glossary may be purposefully used as a resource in teaching and learning a language. It can also be used as a guideline in the teaching and learning environment as part of a teaching and learning framework to teach technical and specialized vocabulary (America/Van der Merwe 2017). Glossaries in general provide users with translations of terms only; however, the MobiLex glossary has a more hybrid character as it provides users with translations of terminology in three languages as well as definitions of terms in three languages (Van der Merwe/Horn 2018). Figure 1 shows a screenshot of the starting page of MobiLex.

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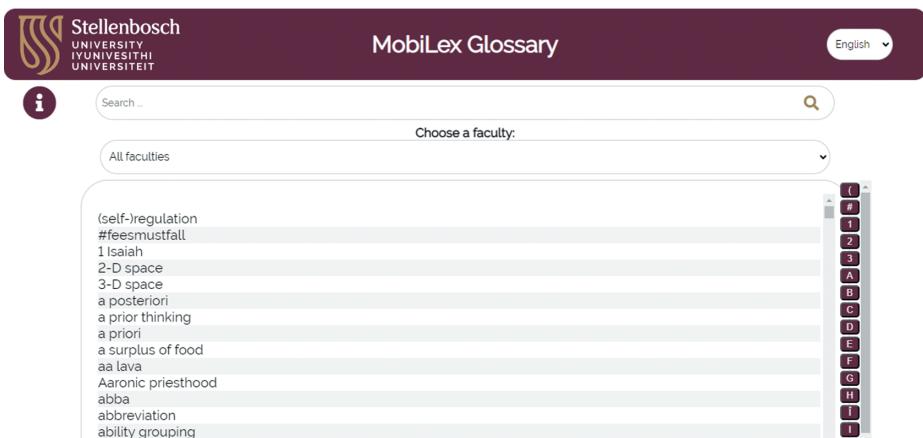


Figure 1: Starting page of MobiLex.

The access structure of the glossary provides the user with a choice between three languages as source language, namely Afrikaans, isiXhosa or English. In the example in Figure 2, English was chosen as the source language.

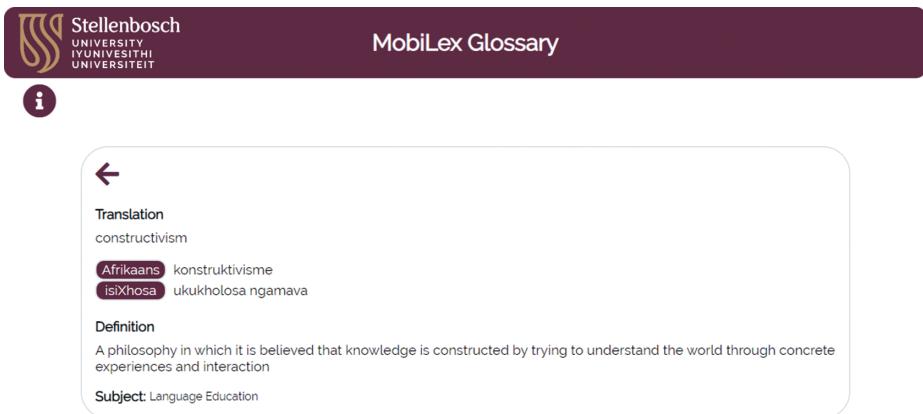


Figure 2: Microstructure of MobiLex.

Two translation equivalents are provided per lemma. Depending on the source language selected, in this case English, translation equivalents are provided in Afrikaans and isiXhosa during the search. A short, subject-specific definition on first-year level is provided in the preferred language, usually the L1 for the user (the source language). The term *constructivism*, as used in Language education, is provided as example in Figure 2.

The user group is undergraduate student teachers in a faculty of education at a university in South Africa. These students are an interesting user group, as their course

requirements include taking three different languages on various levels for four years. Being South African students, they have different language backgrounds and speak a variety of languages with varying levels of competence, resulting in a user group that can be described as multilingual. But being part of the South African education system means that they were probably not exposed to dictionaries at school and hence did not receive any training in the use of dictionaries.

Information on the user group, namely their language profile, terminology needs and reference habits, was obtained in a pre-test survey and described in the study. Their performance was measured in a pre-test and post-test on relevant terminology in their coursework after lessons on the use of the glossary. Lexicographic user research is conducted within the context of specifically user situations. This empirical study was conducted with the aim of obtaining results on the use of a glossary by a specific user group, namely undergraduate student teachers.

The article is structured as follows: (1) an introduction to the topic of dictionary use in higher education; (2) current research on dictionary users in higher education; (3) research questions including (3.1) research methodology and design, (3.2) description of an intervention in coursework, and (3.3) description of the results of pre-test and post-test assessment; and (4) discussion and conclusion.

## 2 Research on dictionary users in higher education

Wiegand (1998: 680) regards the *user presupposition* to be the focal point in any lexicographical process; it implies reference to factors such as *user perspective*, *user situations* and *user needs*. Tarp (2009: 279) also concludes that, for research into dictionary usage to be relevant, it should not only generate knowledge about how dictionaries are used, but also on who the users are, where, when and why they use dictionaries and with what result. Tarp (2009: 279) finds it necessary to research the types of user situations, the types of users, the types of their needs, their usage of a dictionary and the degree to which user needs are satisfied.

Researchers like Vrbinc, Farina and Vrbinc (2022), Lew (2015), Gromann and Schnitzer (2015) and Kosem et al. (2019) studied university students or language professionals as their typical dictionary users. Three examples of research projects on user research are discussed. They have been selected based on their relevance to user research in higher education.

The first example was selected because of its relevant research on specialised resources, as the focus is on MobiLex, a specialised resource of three languages for the described user group. According to Gromann and Schnitzer (2015: 58), only a few of the many user research studies address the use of specialized resources by semi-specialised users. Most studies empirically evaluate specific learner's dictionaries or specialised translation dictionaries, and focus mostly on the English lan-

guage. According to Gromann and Schnitzer (2015: 57), knowledge about dictionary consultation behaviour in various languages is still scarce, particularly in specialised settings. In their study, the major aim was to investigate the dictionary selection strategies and dictionary use of L2 learners of five different languages at the Vienna University of Economics and Business, namely English, Spanish, Italian, French and Russian. Two aspects of dictionary use were analysed by means of an online questionnaire, a test with non-participant observation and interviews. The results included resources reported and used by L2 learners, as well as reported and observed consultation behaviour (Gromann/Schnitzer 2015: 57).

The second selected research project is that of Bae (2011) in which she reports on a study of teaching dictionary skills for language learning and proposes integrating the teaching of dictionary skills into teacher-training programmes. Her insights in the process prove valuable to teacher training, as this article is concerned with student teachers as user group of specialised resources. She designed an intensive training course for English language teachers and offered it at a teachers training institute in South Korea. Participants were 22 primary and 26 secondary school teachers of English. Their native language was Korean and they all taught English in Korean public schools. From a survey and teachers' feedback, Bae (2011) concluded that teachers were as largely uninformed about dictionary use as their students and wanted clearer guidance. Bae (2011) sees teacher training as a rare opportunity for researchers in lexicography to tap into the pedagogical insights and experiences of teachers regarding ways of teaching reference skills.

The third example refers to Heid (2011), which reports on an innovative method for usability testing. Heid (2011: 287) applies a method from information science to test user satisfaction for electronic dictionaries, namely usability testing. Notions of usability, namely effectiveness, efficiency and user satisfaction, were applied in a case study conducted with students in language-related study programmes at the University of Hildesheim (Heid, 2011: 295). The pre-test questionnaire was administered in the framework of university courses and the objective of the questionnaire was to understand which functions students would find most important in electronic dictionaries (Heid 2011: 295). Task-based tests were also conducted on work situations in text reception and text production (Heid 2011: 297).

In this article I, as a researcher in pedagogical lexicography, tap into a teacher-training programme to gain pedagogical insights into the experience of student teachers. A user group and its language profile are described. The user group's needs, perceptions of and usage of a mobile glossary are investigated by means of a pre-test and post-test questionnaire. Between the pre-test and the post-test, there is an intervention, which is described below. An account of the results of the pre-test and post-test assessments is provided.

### 3 Research questions

The article addresses the findings on the following two research questions:

- Research question 1: What is a dictionary usage profile of students in a faculty of education in a multilingual environment?
- Research question 2: What change occurred in the user group's knowledge of terminology after intervention with a multilingual glossary in participants' use of terminology in such an environment?

The first research question is answered with reference to answers in a pre-test and post-test survey for undergraduate student teachers. The second question is answered on the basis of data gathered on use of terminology in a pre-test before an intervention on the use of a glossary took place and afterwards in a post-test on use of terminology.

#### 3.1 Research methodology and design

Punch and Oancea (2014: 299) regard the correlational survey as a major quantitative design, with its centrepiece the survey questionnaire. The methodology for research presented in the article includes a description of quantitative data derived from a survey questionnaire on the usability of the glossary. The correlational survey, according to Punch and Oancea (2014: 299), is not a simple descriptive survey, but rather a multi-variable survey, seeking a wide range of information, and with some conceptual framework or independent, control and dependent variables. According to Punch and Oancea (2014: 299), factual information on background and biographical information as well as measures of variables such as attitudes, values, opinions or beliefs form part of a correlational survey. The survey described in the article contains questions on factual information as well as measures of the attitudes of students on the use of a glossary. As the survey was designed from scratch, a pilot study was undertaken in 2021 to test the survey with undergraduate student teachers, and the survey and tests were repeated in 2022. Data from the pilot study in 2021 and research from 2022 will be shared in the article.

A correlational survey was conducted with undergraduate student teachers by means of a pre-test questionnaire and a post-test questionnaire on the usability of dictionaries and MobiLex. The undergraduate students follow the four-year BEd degree programme in a faculty of education. The sample size was 520 (271 in 2021 and 249 in 2022) first-year participants. The number of participants in the 2022 research was smaller than the pilot study, as the intake of first-years in 2022 was smaller than in 2021. The researcher does not teach a first-year class and surveys were distributed on behalf of the researcher before the start of a lecture in the module for language education. The researcher decided to do the surveys during this specific module, so as to reach all

the students in the first-year BEd programme, because it is a compulsory module. The survey and the pre-test were conducted in May, i.e. in the second term of the year. First-year students were still at an early stage in their course and the assumption was that they were not yet familiar with the terminology used in the course. They were also not familiar with the MobiLex glossary that was to be used in the post-test (see the Appendix in this regard).

The pre-test survey consisted of seven questions. Two questions were used to ascertain the language profile of respondents; and five questions dealt with how respondents went about looking up terminology. The post-test survey, after the intervention through a tutoring programme, consisted of two questions on the usability of the MobiLex glossary. The post-test survey and post-test were taken during the third term, in September, by the same participants.

Ethical clearance and institutional permission for conducting the research were obtained from the university. Students' participation was voluntary and their responses were captured, analysed and anonymised. The researcher drew up a data-management plan and worked according to the plan. Responses to surveys and tests are kept in a safe electronic space and access to documents was limited to two researchers only. Noteworthy results are discussed further below.

### **3.2 Description of an intervention and assessment on relevant terminology in coursework**

An intervention to purposefully improve first-year student teachers' conceptual vocabulary and relevant terminology in coursework took place during the year. The intervention entailed a tutoring programme on the use of the MobiLex glossary in the classroom. Senior students in the BEd programme were selected as tutors and trained for the tutoring programme by a project team. They were selected on the basis of their language proficiency in different languages, as they needed to display multilingual competencies. Tutors conducted tutoring sessions for first-year students through the medium of Afrikaans, isiXhosa and English, and students had a choice of the language in which they wished to attend sessions. This ensured that most students could learn and discuss concepts in their home language. The student teachers received training during 8 tutorials of 50 minutes each. They were taught how to effectively integrate MobiLex into their learning as part of the department's language and terminology support.

MobiLex, a mobile glossary of specialized terminology aimed at undergraduate students, was compiled to support student teachers' language needs. The glossary was designed with an educational purpose in mind, namely to provide support in a multilingual environment with regards to content-specific needs as well as linguistic needs. The glossary has a hybrid character and provides students with terminology in three languages as well as definitions of terms in three languages. The three languages are

formally included in the language policy of the University of Stellenbosch, namely Afrikaans, English and isiXhosa.

A glossary, like a dictionary, could have different functions in a communicative situation. According to the theory of lexicographical functions, a lexicographical function represents the support that a specific dictionary renders in a specific user situation to a specific user to solve a specific lexicographical problem (Tarp 2008). Tarp (2008) distinguishes between communicative and cognitive dictionary functions.

Communicative functions include, for example, text comprehension, text production and translation. According to Tarp (2008), communicative functions could assist with reception of texts in the native language, the production of texts in the native language, reception of texts in a foreign language, production of texts in a foreign language, translation of texts from the native language into a foreign language, and the translation of texts from a foreign language into the native language.

Tarp (2008) describes cognitive dictionary functions as providing general cultural and encyclopaedic information, special information about the subject field or the discipline, and information about the language itself (e.g. when studying a foreign language). During the use of MobiLex, cognitive support is provided with definitions of subject concepts to assist with reading and understanding concepts in academic texts in L1. It could also assist with the use of terminology in writing tasks and preparing for assessments. Communicative support is provided with translation equivalents of terms as well as definitions in the L2 and L3.

Dictionaries are an essential resource that can be used to increase knowledge of the vocabulary that we encounter in the first or other languages (Webb/Nation 2017). Alberts (2010) states that terminology, including by implication subject-specific dictionaries and glossaries, is a strategic resource which has an important role to play in the functional development of languages and their users' language skills. As such, the MobiLex glossary may be purposefully used as a resource.

During the teaching and learning process (Van der Merwe 2024) a total of 8 themes were taught, ranging from understanding synonyms, antonyms, definitions, translations, finding and comparing examples, concepts and providing source references. MobiLex was embedded in a teaching and learning framework in a formal integration process of reference works. Topics, learning outcomes and dictionary functions were integrated in the teaching process (Van der Merwe 2024).

Pre- and post-tests were taken by students before and after the tutoring programme to establish their understanding of terminology. Students took a pre-test at the beginning of the programme without MobiLex or other reference works, to establish their grasp of terminology and concepts in their coursework. An identical post-test was done at the end of the tutoring programme and this time they could make use of MobiLex and they also knew how to use the glossary. Pre- and post-tests were marked, and results were analysed by the statistical service of the university. The ANNOVA 2-way test was performed, with variables on language and test scores.

### 3.3 Description of the results of pre-test and post-test survey and assessment

The language context in South Africa is significant for researchers, as South Africa has 12 official languages, namely Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, according to Article 6(1) of the Constitution (1996), and in 2023 South African Sign Language was recognized as the 12<sup>th</sup> official language (Network 24). Many speakers in South Africa can be regarded as bilingual, or even multilingual, as they speak more than one language.

In training to become a teacher in South Africa, it is important to be at least bilingual. According to policy on *The Minimum Requirements for Teacher Education Qualifications* or MRTEQ (Department of Higher Education and Training 2015), all teachers who successfully complete an initial professional qualification should be proficient in the use of at least one official South African language as a language of learning and teaching (LoLT), and be partially proficient (i.e. sufficient for the purposes of basic conversation) in at least one other official African language, or in South African Sign Language, as the language of conversational competence (LoCC). If the LoLT is English or Afrikaans, then the LoCC must be an African language or South African Sign Language. This means that students take different language modules on different language levels – for example, first language, second language and third language, but that the language of instruction in other modules in their programme is English. There are some exceptions; for example, at Stellenbosch University, where students have the option to do their first-year modules in Afrikaans and Afrikaans is then the language of instruction. As they progress in their teacher training, during their senior years English becomes the medium of instruction, with Afrikaans as an option for communication, class assignments and assessments (Van der Merwe, 2024).

Students in the BEd programme at Stellenbosch University follow three different language modules annually during the four-year programme, namely Afrikaans, English and isiXhosa. Students take the language modules on various levels, namely L1, L2 and L3, depending on their proficiency in a language. An Afrikaans-speaking student, for example, will take Afrikaans Home Language (L1) and because the student is bilingual, take English on Home Language level (L1) as well. Such a student will probably have no knowledge of isiXhosa and will follow a module on conversational isiXhosa. Another example would be an English-speaking student whose home language is English, and chooses English Home Language (L1), also chooses Afrikaans Additional Language (L2) as her/his proficiency in Afrikaans is not on L1 level, and chooses isiXhosa on conversational level (L3), as she/he has no prior knowledge of isiXhosa. First-year students' choices are influenced by the level of language proficiency based on their final school examinations, which serve as entry requirements for university level. Students matriculate in South Africa with at least two language offerings, mostly one on home language level (L1) and one on additional language level (L2).

A correlational survey was used to answer the first research question, namely to identify a dictionary usage profile of students in a faculty of education in a multilingual

environment. Two questions were asked regarding respondents' biographical information: (1) What is your home language? (2) What was the Language of Teaching and Learning at the high school/secondary school that you attended?

The BEd cohort of 2021 and 2022 was linguistically diverse (cf. Table 1). The linguistic profile shows that the BEd cohort consisted of speakers of Afrikaans, English, isiXhosa, isiZulu and Sepedi, with the first two languages mentioned being the predominant ones. An interesting phenomenon observed is that three students identified themselves as being Afrikaans and English home language speakers. This can mean that they regard themselves as either fully bilingual or that they identify so strongly with these two languages that they regard both as their home language. Speakers from isiXhosa, isiZulu and Sepedi are underrepresented in the cohort.

**Table 1:** Linguistic profile of home language of participants who completed the survey in 2021, 2022.

Home language	Number of speakers
Afrikaans	182
Afrikaans and English	3
English	153
Sepedi	2
isiZulu	3
isiXhosa	13

The cohort can be described as multilingual, as speakers of many languages are present in one group. Stellenbosch University, traditionally an Afrikaans university, has attracted a diverse language and cultural society of students by being more accessible to different groups of students since 1994. A multilingual student cohort also implies adapted responsibility by university structures for language support for users of language of teaching and learning on various levels, ranging from mother-tongue-speaker level to the level of learners of a second or third language. The integration of a glossary such as MobiLex can play a major role in terms of language support to the cohort of students, which was the reason for the intervention on the use of the glossary by the cohort.

Empirical data on terminology needs and reference habits was obtained from the cohort in the pre-test survey, focusing on the user consultation habits. On the topic of dictionary consultation habits of students, the following open-ended question was posed: *Where would you look up a term that you are not familiar with?*

Consultation habits of the two major language groups, namely Afrikaans and English, are presented for the 2022 cohort (249 participants). Participants did not complete all the questions in the survey and Tables 2 and 3 refer to participants who completed the questions. Sources were specified by the user groups and incorporated into the two tables.

**Table 2:** Dictionary consultation habits of Afrikaans participants.

Sources	Number of users
Google	32
Dictionaries	30
Internet	14
MobiLex	4
Google Translate	1
Google Dictionary	1

Of the 86 participants, 72 answered the question. Some of them gave more than one source that they would consult. The results of the survey show that the major sources of information for Afrikaans-speaking students are Google and dictionaries. Some cited well-known Afrikaans dictionaries. It is not clear from the information provided which sources were meant by “the internet” and whether that included the use of Google. It is also not clear whether Google referred to dictionary pages as well. Students did not specify. It was surprising to the researcher that MobiLex was mentioned this early in the year when the survey was taken, as students had not yet been introduced to the glossary. But it was mentioned by only 4 respondents.

**Table 3:** Dictionary consultation habits of English participants.

Sources	Number of users
Google	102
Dictionaries	55
Internet	2
MobiLex	2
Google Translate	2
Google Dictionary	2

Of the 185 participants, 161 answered the question. Some of them gave more than one source they would consult. The results of the survey show that the major sources of information for English-speaking students are Google and dictionaries, as also indicated by Afrikaans-speaking students. Three students indicated that it was “better” to make use of dictionaries, but if they were in a hurry, Google was their preferred option. The internet was utilised by a small minority of English-speaking students, in comparison to Afrikaans-speaking students, perhaps indicating a more sophisticated knowledge of resources. MobiLex was also mentioned, but only by 2 respondents, 2 fewer than Afrikaans-speaking students.

A follow-up question on dictionary consultation habits of students was posed in order to determine their understanding of the nature of a glossary, namely *Would you make use of a glossary to look up terminology?*

The question was answered positively by 89% of participants. The result indicates a quite surprising attitude of support for making use of a language resource, seen in the light of most respondents' preference for the use of Google.

In the post-test survey, after the intervention dealing with the use of MobiLex glossary, students were asked about the usability of MobiLex as a glossary to provide language support. Students had to indicate if they found the following aspects of the glossary useful by marking each one Yes/No in the survey (cf. Table 4). The number of Yes responses is indicated as a percentage next to the description.

**Table 4:** Usefulness of MobiLex lexicographic categories indicated by BEd cohort.

Explanation of subject term in Afrikaans	86%
Explanation of subject term in English	88%
Explanation of subject term in isiXhosa	78%
Translation of subject term in Afrikaans	86%
Translation of subject term in English	90%
Translation of subject term in isiXhosa	70%

It seems from the responses that MobiLex was held in high regard by respondents. There was an almost similar response to the usability of explanations of subject terms in all three languages. The usefulness of definitions not only in English, but also in Afrikaans and isiXhosa, indicates a certain demand for information on terminology in speakers' home language or a language that they are more familiar with. The demand for isiXhosa is interesting and perhaps indicates a need for information in a language not spoken by most of the cohort, but probably a language learned for communicational competence in the BEd programme.

The usefulness of translations of terms in three languages, namely Afrikaans, English and isiXhosa, follows a similar trend. The usefulness of translations not only in English, but also in Afrikaans and isiXhosa, indicates a certain demand for multilingualism and not monolingualism (where English is viewed as the main language to be used in academia). The analysis seems to indicate that the BEd cohort placed a high premium on multilingual language support.

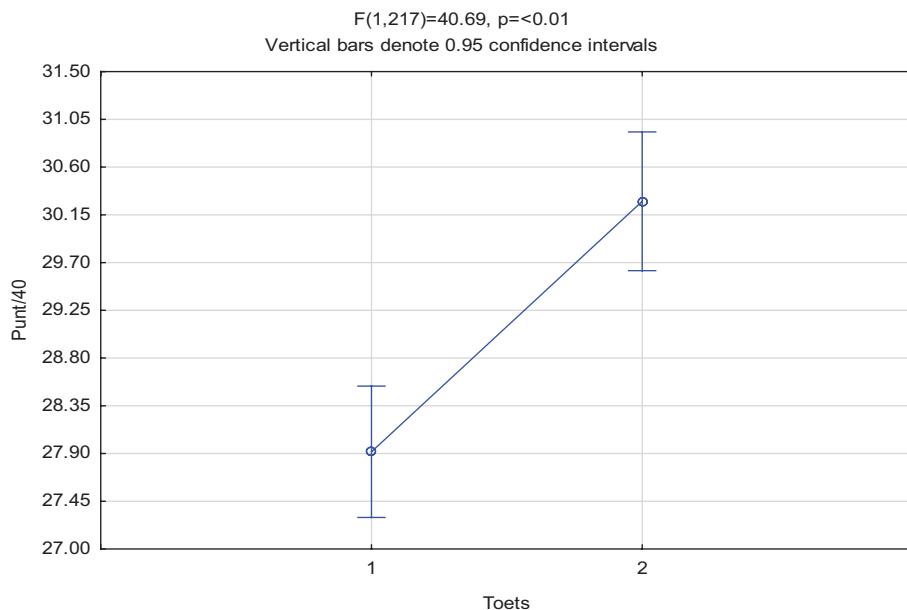
Results from a pre-test before an intervention on the use of a glossary and a post-test on use of terminology were analysed to answer the second research question to ascertain what change occurred after an intervention dealing with a multilingual glossary related to participants' knowledge of terminology.

Test results to establish the cohort's understanding of terminology in a specific module were collected in a pre-test and a post-test. As the BEd cohort was identified

as a multilingual group, the researcher wanted to establish if their choice of language in tests played a role in their performance. Languages of teaching and learning at Stellenbosch University are Afrikaans and English, and students have a choice in which language to write their assessments. The implication for speakers from other languages (for example, isiXhosa) is that they will be writing assessments and tests in their second or third language.

The 2-way ANOVA test was performed on test results of the 2022 cohort (430 tests analysed), with variables on language and test scores. It was found that the choice of language did not make a significant difference to the outcome of results. There was an indication that students who wrote tests in Afrikaans performed better than students who wrote in English, but it was not significant.

Scores from the pre-test and post-test were calculated statistically. Students improved their scores considerably from the pre-test to the post-test, with  $p<0.01$  in a normal paired t-test. The average marks increased from 27,9 (out of 40) to 34,4 (from 70% to 86%). The results could be an indication that the intervention on the MobiLex glossary proved to be very successful and to have a positive impact on students' knowledge of concepts and terminology in their coursework. Students who wrote only the pre-test did not score as high as students who wrote both tests. Figure 3 shows the performance of students in the pre-test (before the intervention) and post-test (after the intervention). The Y-axis refer to marks out of 40 and the X-axis to test 1 (pre-test) and test 2 (post-test).



**Figure 3:** Performance in pre-test and post-test.

Results from individual questions in the pre-test and post-test were statistically compared to determine whether there was a significant increase in results of the post-test. There was a significant increase in 6 questions of the 21 questions from the pre-test to the post-test. In question 12 there was a significant increase from 13% in the pre-test to 21% in the post-test ( $p=0.04$ ). In question 14 there was a significant increase from 86% in the pre-test to 97% in the post-test ( $p<0.01$ ). There was a significant increase from 20% to 37% for question 16 in the pre-test to the post-test ( $p<0.01$ ), as well as for question 17 from 44% to 70% ( $p<0.01$ ). There are similar findings for question 18, where an increase from 50% to 66% ( $p<0.01$ ) occurred and in question 21 the increase was from 85% to 93% ( $p=0.02$ ).

From the data collected and analysed quantitatively, it was demonstrated that the scores of students in the post-test improved significantly from scores in the pre-test. The conclusion can be drawn that an intervention addressing the integration of a glossary improved participants' use of terminology as well as their conceptual knowledge of coursework.

## 4 Conclusion

The main data-collection tools were surveys (incorporated in tests) and tests, which were administered to 520 participants in a faculty of education. Information on the user group, namely their language profile, terminology needs and reference habits, was obtained in a survey incorporated in a pre-test. The user group consulted reference works and had a definite preference for online language resources. They knew about different lexicographic works and even named titles, although not prompted for them. This is significant, as the student teachers are the teachers of the future and they can play an important role in their classes to promote a culture of dictionary use in South Africa by actively and intentionally integrating dictionaries in their teaching.

An overwhelming majority of respondents expressed a need for the cognitive functions of the glossary for text production and text reception, but also for translations of terminology in three languages in an environment where non-home languages (for some participants) are used as languages of teaching and learning. The demand for support in Afrikaans, English and isiXhosa was divided equally between the different language groups, perhaps indicating that multilingualism is important. The demand for support in three languages is a factor that needs to be taken into account by faculty, given the indispensable role of precise language usage in teaching and learning. The important role of a glossary in learning terminology was also recognised.

This study was conducted with the aim of obtaining information on the value of an intervention entailing the integration of a glossary into students' coursework. Performance of the user group in a pre-test and post-test on relevant terminology in their coursework was analysed and results show a significant increase in participants' knowledge of terminology, as well as their knowledge of terminology in the second lan-

guage after an intervention. Key findings of the study indicate the substantial beneficial influence of a glossary in a formal teaching intervention.

Study limitations include feedback from students in qualitative format. This study used quantitative data-collection methods and data were presented quantitatively. Survey information was in quantitative format and richer data, using qualitative data-collection methods, for example with descriptive feedback, can be obtained on how students experienced tutorial sessions of the intervention. Suggestions for further research include investigating more task-orientated dictionary activities, where students can perform productive tasks, for example, making use of certain specified terminology in writing exercises in several languages.

## 5 Appendix

### 5.1 MobiLex post-test Assessment, including memorandum

Assessment on dictionary use regarding general educational terms. 10% will be deducted for spelling and grammatical mistakes. Please take note that the results of this test do not form part of any formal assessment but will be used to evaluate your understanding of general educational terms.

#### Question 1

**Match the term supplied with a suitable description of the term.**

Term	Description
A. Constructivism	School of thought that developed after World War I.
B. Literacy	The ability to read and write.
C. Inclusive	Considered together.
D. Behaviourism	School of thought that regards objective observation as the only valid subject for study.
E. Assessment	Evaluation of achievement.

(5 x 2) 10

**Choose the correct synonyms for the following words.**

2. takeover
  - A decline
  - B acquisition

*B is correct*

3. second language  
A additional language  
B second additional language  
*A is correct*
  
4. antithesis  
A contrast  
B differ(ence)  
*A is correct*
  
5. stabilisation  
A fossilisation  
B fossilising  
*A is correct*
  
6. exchange  
A turnover  
B trade  
*B is correct*

(5 x 1) 5

### Question 3

Provide antonyms for the following words.

7. explicit  
A ambiguous  
B clear  
*A is correct*
  
8. anti-climax  
A high point  
B irony  
*A is correct*
  
9. self-education  
A pedagogy  
B autogogy  
*A is correct*

10. multilingualism  
A bilingualism  
B additional multilingualism  
*A is correct*

11. denotation  
A literal meaning  
B figurative meaning  
*B is correct*

(5 x 1) 5

**TRUE or FALSE. Read carefully through the following terms and definitions.**

12. Alternative assessment is the teacher's alternation between different assessment formats to enhance learning. (FALSE)  
13. Assimilation is the fitting of existing knowledge into new schemas. (FALSE)  
14. Decolonisation is the process of undoing the effects of colonialism. (TRUE)  
15. A learner centred curriculum is where the child's cultures, interests and beliefs drive the curriculum process. (TRUE)  
16. Holistic, in terms of education, refers to all facets of a child's wellness. (FALSE)

(5 x 1) 5

**Choose the correct term for the following definitions.**

17. The process whereby learners are able to assess their own learning.  
A Assessment as learning  
B Assessment for learning  
C Assessment of learning  
*A is correct*

18. The process that takes place during learning and that is aimed at improving or supporting learning.  
A Assessment as learning  
B Assessment for learning  
C Assessment of learning  
*B is correct*

19. The assessment after learning has already taken place.

A Assessment as learning  
 B Assessment for learning  
 C Assessment of learning  
*C is correct*

(2 x 3) 6

**Fit the theorist to the educational term or theory.**

20. The theory that states that people have different types of intelligence.

A Lev Vygotsky  
 B Howard Gardner  
 C BF Skinner  
*B is correct*

21. The Zone of Proximal Development

A Lev Vygotsky  
 B Howard Gardner  
 C BF Skinner  
*A is correct*

(2 x 2) 4 **Total 40**

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## 6.2 Dictionaries

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