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INTEGRATING THE USE OF DICTIONARIES INTO A TEACHER TRAINING COURSE FOR PUBLIC SCHOOL TEACHERS

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LILIANA ISABEL CASTILLO VENTO

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRÍA EN EDUCACIÓN
MENCIÓN EN ENSEÑANZA DEL IDIOMA INGLÉS COMO
SEGUNDA LENGUA**

2010

Integrating the Use of Dictionaries into a Teacher Training Course for Public School Teachers

Liliana Isabel Castillo Vento

The purpose of the study was to explore the possible advantages and disadvantages of merging dictionary training sessions into a teacher training course organized by the Peruvian Ministry of Education. The subjects were the public school teachers working in the area known as UGEL N° 6, Ate-Vitarte and officially registered for taking part in the program; 15 in total. The methodology used involved the preparation of Field Notes (done while the participants were teaching their English classes), the administration of the Preliminary English Test (to confirm and supplement the observations collected in the previous phase), the application of a Questionnaire (designed for getting information about the participants' opinions and knowledge related to dictionary use), the realization of the Dictionary Training and the video-recording of a Group Interview in which the participants express their feelings towards the Dictionary Training. Results show – among other things- that there is a great need for improving the English level of public school teachers in Peru and that dictionary training with a focus on pronunciation, meaning, use, collocation, part of speech, derivative information, and the visual representation of the word would greatly benefit not only learners but also teachers. This is especially true in EFL settings like ours.