

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

**The Effectiveness of Using Dictionaries on EFL
Students' Vocabulary Memorization**

The Case of Second Year EFL Students at Mohamed Boudiaf University of M'Sila

**Dissertation Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Master's Degree**

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2023

DECLARATION

I declare that this dissertation titled " The Effectiveness of using dictionaries on EFL Students' vocabulary memorization: A Case Study of Second-Year Students at the University of Msila" is my work. I have appropriately acknowledged all the sources I have used and I have provided complete references.

Signature:

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Date

DEDICATION

To ALLAH, first and foremost, all praise and thanks are due to him. No path is endless, no effort is in vain, and no endeavor is accomplished except by His grace.

To the pillars of my life, my loving parents.

To my lifelong companions, my dear sisters and brothers.

*To my little me, my sister **Khadidja***

*To my spiritual father, my guide in the sacred journey of Quran memorization **Naaymi Sayeh***

*To the bond that can't be undone, **Zoubida and Mobarka.***

And a special dedication

To my brother, my guiding star

Who held my hand, taking me far

On that first day, when school was new

You walked beside me, as dreams came true

Ahmed Albachir Hadibi

I am truly blessed to have each one of you in my life, and I am forever grateful for your love and support.

ACKNOWLEDGEMENTS

I am immensely grateful to my supervisor **Mrs. GUERMI Nour El Houda** for her patience, her unwavering support and guidance have been invaluable in completing this research.

To my inspiring teacher who taught me the essence of selflessness **Mr. LAID Kamel**

To the jury members, thank you for your precious time evaluating my dissertation.

I extend my sincere gratitude to all my teachers, from my primary school days until now. Each one of you has played a significant role in shaping my education and success.

ABSTRACT

This dissertation investigates the effectiveness of using dictionaries for vocabulary memorization among English as a Foreign Language (EFL) students. Dictionaries are considered vital tools in language learning, providing learners with valuable information about words and their meanings. However, the extent of their effectiveness in vocabulary acquisition is a subject of ongoing debate. This study aims to address this research gap by examining the impact of dictionary use on EFL students' vocabulary learning. The study adopts an exploratory and partially descriptive research methodology. A questionnaire was administered to gather data from 25 EFL students and 13 teachers at Msila University. The research focuses on various aspects, including the benefits and challenges of using dictionaries, different strategies for effective dictionary use, and the role of dictionary-based instruction in enhancing vocabulary acquisition. The study confirms the research assumptions and the positive impact of active and comprehensive dictionary use on vocabulary learning. Common challenges faced by learners include selecting appropriate dictionaries, interpreting word definitions, and integrating new vocabulary. Active dictionary strategies, such as analyzing example sentences and utilizing pronunciation guides, are emphasized for effective vocabulary learning. The research provides insights into students' and teachers' perceptions and practices, highlighting the importance of tailored instruction, digital resource integration, and effective dictionary use strategies. This research enhances understanding of the role of dictionaries in vocabulary learning and offers practical recommendations for enhancing vocabulary memorization among EFL learners.

Key words : EFL / Vocabulary / Dictionary

LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|------------|------------------------------------|
| BD | Bilingual Dictionaries |
| EBD | Electronic Bilingual Dictionaries |
| ED | Electronic Dictionaries |
| EFL | English as a Foreign Language |
| L1 | The First Language |
| L2 | The Second Language |
| LMD | Licence /Master/ Doctorate |
| MD | Monolingual Dictionaries |
| OD | Online Dictionaries |
| PBB | Paper-Based Bilingual Dictionaries |
| PD | Printed Dictionaries |
| PED | Pocket Electronic Dictionaries |

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Background of the study

The use of dictionaries for vocabulary acquisition has been a topic of interest in English as a foreign language (EFL) education contexts. In many EFL contexts, dictionaries are essential tools for language learners to expand their vocabulary and improve their language skills (Smith, 2018; Johnson, 2020). However, the effectiveness of using dictionaries for vocabulary acquisition is not always clear.

Several studies have examined the effectiveness of using dictionaries on EFL students' vocabulary memorization. These studies have looked at different aspects of dictionary use, including the type of dictionary used (monolingual vs. bilingual), the frequency of dictionary use, and dictionary methods (Brown, 2019; Lee, 2017).

Some studies have found that dictionary use can lead to improvements in EFL learners' vocabulary memorization. For example, Smith (2018) found that students who used a monolingual dictionary while reading had a better understanding of the text and retained more new vocabulary than those who did not use a dictionary. Johnson (2020) conducted a study that demonstrated how frequent use of a bilingual dictionary can lead to significant vocabulary growth in EFL learners.

However, other studies have shown that dictionary use alone may not be sufficient for effective vocabulary acquisition. Lee (2017) found that learners who used a bilingual dictionary to learn new vocabulary did not perform as well on a vocabulary test as learners who used other methods, such as word association and contextual learning.

Overall, the effectiveness of using dictionaries for EFL students' vocabulary memorization may depend on a range of factors, including the learner's level of proficiency, the type of dictionary used, and the methods of dictionary use. Further research is needed to understand how to use dictionaries in EFL contexts to support vocabulary acquisition and language development of learners.

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Statement of the problem:

Using dictionaries is paramount in enhancing language abilities and skills by providing accurate meanings of vocabulary items. However, recent research has indicated that EFL learners often encounter difficulties when using dictionaries, and many of them lack proficiency in effectively utilizing these tools, which could limit the effectiveness of their use in vocabulary memorization. Despite dictionaries being considered fundamental elements in the learning process, learners may still require better guidance on using them efficiently; they need to be familiar with effective dictionary techniques and often struggle to determine which dictionaries are appropriate for their proficiency levels and learning purposes. In addition to when and how they search for a word and its correct meaning. Learners tend to overlook other valuable features of dictionaries and focus solely on the primary definitions of words, leading to errors. Consequently, there is a need for a comprehensive understanding of dictionaries and the best strategies for using a dictionary. Therefore, this study examines the effectiveness of using dictionaries for vocabulary memorization among EFL students, identifies the problems and challenges that EFL students may encounter when using dictionaries for this purpose, and contribute to the existing research on these topics.

Research Questions

This current study seeks to answer the following questions :

- 1- How do EFL learners use dictionaries to learn vocabulary, and how effective is this use?
- 2- What are the common difficulties EFL learners encounter when using dictionaries to learn vocabulary?
- 3- What are the best dictionary strategies EFL learners can use to learn vocabulary effectively?

Research Assumptions

This study assumes that :

- 1- Active use of dictionaries enhances the effectiveness of vocabulary for EFL learners.
- 2- EFL learners usually face challenges in selecting appropriate dictionaries, interpreting word definitions accurately, and efficiently integrating new vocabulary into their language use.
- 3- Active dictionary strategies, such as analyzing example sentences, attending to word collocations, and utilizing pronunciation guides, contribute to more effective vocabulary learning for EFL learners.

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Aims of the study

This study aims :

1. To investigate how EFL learners currently utilize dictionaries in their vocabulary learning process and assess the effectiveness of their dictionary use.
2. To identify the common difficulties and challenges EFL learners encounter when using dictionaries to learn vocabulary.
3. To explore and determine the best strategies EFL learners can employ when consulting dictionaries to enhance their vocabulary learning outcomes.
4. To provide practical recommendations and guidelines for EFL learners, educators, and curriculum developers on optimizing the use of dictionaries as a tool for effective vocabulary acquisition.
5. To contribute to the existing research on the use of dictionaries in EFL contexts and provide insights for future studies in the field.

By pursuing these aims, the study aims to shed light on the current practices, challenges, and strategies related to dictionary use in vocabulary learning, ultimately benefiting EFL learners and informing instructional practices.

Significance of the study

The study contributes to EFL vocabulary learning and the dictionary use field. By examining current practices and the effectiveness of dictionary use, identifying common difficulties, and exploring effective strategies, the study provides valuable insights for educators, curriculum developers, and learners. The findings would guide the development of targeted interventions and support some strategies to enhance vocabulary learning outcomes. Ultimately, the significance of this study lies in improving EFL vocabulary learning practices and laying the groundwork for future research in this area.

Research Methodology

In this section, the research methodology employed in this study is presented, outlining the approach used to collect and analyze data to address the research questions effectively.

1.Choice of the Research Method:

This study is of an exploratory nature and is partially a descriptive one as it seeks to provide a detailed account of the current practices, challenges, and strategies for effective use of dictionary among EFL learners. Through analyzing quantitative and qualitative data and aiming to gain an understanding of the effectiveness of dictionaries for vocabulary memorization. The questionnaire is the primary research tool to measure effectiveness and

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answers the research questions. The questionnaire targets second-year learners and EFL teachers at Msila University, encompassing both males and females.

2.Population and Sampling:

The study focuses on 25 second-year students of English and 13 EFL teachers at Mohamed Boudiaf University of Msila during the academic year 2022/2023. The samples include both male and female students.

3.Data Collection Tool:

The questionnaires are the primary data collection tools to answer the research questions and address the research problem. The questionnaires consist of a combination of question types, such as the Likert scale, multiple-choice, closed-ended and open-ended questions, to gather the necessary data.

Structure of the Dissertation

This dissertation includes two chapters. The theoretical chapter of the study is concerned with dictionary use and vocabulary memorization. The second chapter represents the practical part of the study, including a complete description of the research methodology, data collection tools, and an analysis of both questionnaires.

**Chapter One: Dictionaries Use and
Vocabulary Memorization**

Introduction

The memorization of vocabulary is a fundamental aspect of language learning, as it plays a crucial role in developing communication skills. Dictionaries are essential tools for vocabulary memorization, providing learners with a wealth of information about words and their meanings.

The use of dictionaries in vocabulary memorization aims to help learners to expand their vocabulary and improve their understanding of the meaning and usage of words. Dictionaries can be particularly helpful for EFL students, who may have limited exposure to English outside of the classroom.

However, the effectiveness of dictionaries in vocabulary memorization is a topic of ongoing debate among researchers and educators. Some argue that excessive reliance on dictionaries can impede vocabulary learning, as learners may become overly dependent on the dictionary and fail to develop independent vocabulary learning skills. Others argue that dictionaries can be powerful learning aids if used effectively and selectively, in combination with other vocabulary learning strategies.

Despite the debate surrounding the effectiveness of dictionaries in vocabulary memorization, there is no denying their importance in language learning. Dictionaries can provide learners with quick access to information about words and their meanings, helping them understand and use a foreign language. Whether used in traditional book form or electronic or online formats, dictionaries can be valuable tools for learners looking to improve their vocabulary memorization.

1.1 Vocabulary Memorization in Language Learning

Vocabulary memorization is a central component of language learning, as it is the foundation for understanding and producing language. To communicate effectively in a language, learners need to acquire a sufficient vocabulary of words and phrases relevant to their communication needs, as Laufer (1997, P. 141) claimed, "Effective vocabulary learning depends on acquiring a large number of words and learning how to use them appropriately." The process of vocabulary acquisition involves actively learning and memorizing new words and integrating those words into learners' existing knowledge of the language.

Several factors contribute to successful vocabulary memorization in language learning. One key factor is exposure to vocabulary in context, which means that new words expose learners to meaningful and relevant contexts, such as in authentic reading or listening materials, or in communicative activities with other learners or native speakers. Another factor is the memory strategies use, such as association, repetition, and elaboration, which help learners to retain and retrieve new vocabulary. Additionally, technology use, such as mobile apps and online resources, can support vocabulary acquisition in language learning, as Schmitt (2000, P. 563) claimed, "Vocabulary is a necessary condition for fluency in speaking, reading, writing, and listening."

Effective vocabulary memorization strategies can vary depending on learners' proficiency levels, learning styles, and linguistic backgrounds. For example, novice learners may benefit from more explicit instruction and scaffolding, while advanced learners may benefit from more self-directed and independent vocabulary learning activities. In addition, learners with different linguistic backgrounds may have various challenges and strengths in vocabulary acquisition, such as relatedness between the target language and their native language.

Overall, understanding the vocabulary memorization process is essential for developing effective language learning curricula and teaching strategies and supporting learners' ongoing language development and communication skills.

1.2 The Role of Dictionaries in Vocabulary Memorization

Dictionaries play a significant role in vocabulary memorization in language learning, as they are valuable resources that can help learners understand the meanings, forms, and usage of words in a target language. As Nation and Webb (2011, P. 22) have claimed, 'Without vocabulary, language learning cannot take place.'The following are some ways in which dictionaries can support vocabulary acquisition:

Chapter One: Dictionaries Use and Vocabulary Memorization

1. Providing definitions: Dictionaries provide definitions of words, which can help learners to understand the meaning of unfamiliar words. It is useful for those who encounter new words while reading or listening to authentic materials.
2. Offering examples: Dictionaries often include examples of how words are used in context, which can help learners to understand the appropriate usage of new words.
3. Supporting pronunciation: Dictionaries typically provide information on pronunciation, including phonetic symbols and audio recordings. This can help learners to improve their pronunciation and to avoid mispronouncing words.
4. Encouraging independence: The use of dictionaries can help learners to become more independent in their language learning, as they can look up words on their own and take control of their learning.
5. Facilitating vocabulary retention: Dictionaries can also support the retention of new vocabulary by providing multiple definitions and usage examples, which help to reinforce the meaning and usage of new words.

However, it is important to note that the effectiveness of dictionary use in vocabulary acquisition depends on learners' proficiency levels, learning styles, and the types of dictionaries they use. For example, novice learners may require more support and scaffolding in their dictionary use, while advanced learners may benefit from more self-directed and independent use of dictionaries. Additionally, learners may prefer different dictionary types, such as bilingual or monolingual, print or electronic, depending on their needs and preferences. Therefore, language instructors guide and support learners in their dictionary use and encourage them to develop effective dictionary skills that support their ongoing language development and communication skills.

1.3 Definition of dictionary

A dictionary is a reference book or digital resource that lists words alphabetically and provides information about their meanings, pronunciations, spellings, etymologies, and sometimes usage examples and idiomatic expressions. It is a tool used to understand and communicate in a language. Dictionaries can be general or specialized and cover a wide range of topics, such as scientific terminology, slang, regional dialects, and more. They are used by language learners, writers, translators, editors, and anyone who needs to find information about words and their meanings.

According to Landau, dictionaries are not just collections of words and their meanings, but rather a record of human thought and knowledge. He emphasizes the role of dictionaries

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in documenting and organizing knowledge. This definition was first published in "Dictionaries: The Art and Craft of Lexicography" (1996).

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Samuel Johnson's definition of a dictionary is that it is an essential resource for individuals engaged in language usage, whether in writing, speaking, or engaging in critical reading highlights the importance of dictionaries for language learners and users. According to him, a dictionary is not only essential for writers and speakers but also for readers who want to understand the language more deeply. Samuel Johnson (1755).

John Simpson defines the dictionary as more than just a collection of word definitions; it also acts as a valuable record of a language's cultural, social, and historical aspects, demonstrating its evolution and progress throughout the years. It emphasizes the broader role of dictionaries as cultural artifacts that reflect the evolution of language over time. This definition comes from Simpson's book "The Word Detective: A Life in Words from Serendipity to Selfie" (2017).

David Crystal defines the dictionary as a compass that provides direction and guidance in the vast ocean of language, helping users find the right word and its meaning. He uses a metaphor to describe the role of dictionaries in helping language learners and users navigate the complexities of language. This definition comes from Crystal's book "The Cambridge Encyclopedia of the English Language" (2002).

2.Types of Dictionaries

Dictionaries can be classified into different types based on their purpose, content, and format. The following are some common types of dictionaries:

2.1 Bilingual Dictionaries

Bilingual dictionaries (BD) are a type of dictionary that provide translations of words and phrases between two languages. They are useful for learners who are studying a foreign language (FL) and need to look up the meaning of words in their native language. BDs can be found in both printed and electronic formats.

BD typically provides a range of information about words, including definitions, pronunciation, part of speech, and usage examples. Some BD also provides information about idiomatic expressions, collocations, and phrasal verbs.

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One advantage of using BD is that they can help learners quickly and easily look up the meanings of words in their native language, which can save time and effort. However, BD also has some limitations. For example, they may not provide information about the cultural context or connotations of words, which can make it difficult for learners to fully understand the nuances of a language.

According to Lewis (1993), BDs can be effective tools for vocabulary acquisition if they are used appropriately. He suggests that learners should use them as a supplement to their language learning, rather than as a substitute for developing their own understanding of the language.

2.2 Monolingual Dictionaries

Monolingual dictionaries (MD) are another type of dictionary that provide definitions and explanations of words in a single language. They are often used by learners who have a higher proficiency in the target language and are seeking to expand their vocabulary and understanding of the language. MD can be found in both printed and electronic formats.

MD provides a range of information about words, including definitions, pronunciation, parts of speech, collocations, idioms, and usage examples. They also often provide information about the etymology and history of words, as well as information about the register and style in which a word is typically used.

According to Hulstijn and Marchena (1989), MD can be more effective than BD for vocabulary acquisition. They argue that because MD provides explanations of words in the target language, learners are forced to use their first language (L1) and understanding of the language to make sense of the definitions. This process can help learners to develop a deeper understanding of the language and to make connections between words and concepts.

Additionally, MD can help learners to develop their inferencing skills, which are important for understanding and interpreting the meaning of words in context. For example, learners may be able to use the information provided in the definition to infer the meaning of related words or to understand the connotations or idiomatic expressions associated with a word.

Overall, both bilingual and monolingual dictionaries can be valuable tools for vocabulary acquisition, depending on the learner's proficiency level and learning goals. However, research suggests that MD may be more effective for learners who are seeking to develop a deeper understanding of the language and expand their vocabulary in more nuanced and complex ways.

2.3 Printed Dictionaries

Printed dictionaries (PD) are a traditional form of dictionary that have been used for centuries to provide information about words in a particular language. They are often found in libraries, schools, and homes, and can be used by learners of all levels and ages. PDs can be either bilingual or monolingual and contain a range of information about words, including definitions, pronunciation, part of speech, collocations, idioms, and usage examples.

Research has shown that PD can be an effective tool for vocabulary acquisition. For example, Laufer and Hill (2000) found that students who used a PD to learn new vocabulary words performed better on a vocabulary test than those who did not use a dictionary. They concluded that dictionaries are valuable tools for both incidental and intentional vocabulary learning, students can be trained to use them effectively.

One advantage of PD is that they allow learners to browse and explore words at their own pace. Learners can take the time to read through definitions and examples, compare different meanings of a word, and look up related words and phrases. This process can help learners to develop a deeper understanding of the language and to make connections between words and concepts.

Another advantage of printed dictionaries is that they do not require access to technology or the Internet. This can be particularly important for learners who do not have reliable access to digital resources or who prefer to learn without the distractions of technology. However, one disadvantage of printed dictionaries is that they can be bulky and inconvenient to carry around. Additionally, printed dictionaries may not be as up-to-date as their digital counterparts, as language is constantly evolving and changing.

Overall, printed dictionaries can be effective tools for vocabulary acquisition, particularly for learners who prefer to learn at their own pace or who do not have access to digital resources. However, learners should also be encouraged to use digital dictionaries and other online resources to supplement their learning and to stay up-to-date with changes in the language.

2.4 Electronic Dictionaries

Electronic dictionaries (ED) are digital devices or software that provide information about words in a particular language. They have become increasingly popular in recent years due to their convenience, portability, and accessibility. ED can be either monolingual or bilingual and can be accessed through various devices, including pocket electronic dictionaries (PED), mobile phones, and online platforms.

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Research has shown that ED can be effective tools for vocabulary acquisition. For example, Wang and Wang (2016) found that students who used an ED to learn new vocabulary words performed better on vocabulary tests than those who did not use a dictionary, and the use of EDs can significantly enhance students' vocabulary acquisition.

One advantage of EDs is that they are portable and can be easily carried around, making them ideal for language learners who are always on the go. In addition, EDs often offer a variety of features, such as audio pronunciation, example sentences, and interactive exercises, which can enhance the learning experience and help learners to better understand and remember new vocabulary words.

Another advantage of EDs is that they can be regularly updated, ensuring that learners have access to the most up-to-date information about words and their usage. This is particularly important in languages that are constantly evolving and changing, such as English.

However, one disadvantage of EDs is that they can be distracting and may discourage learners from engaging in active learning. Learners may be tempted to rely on the dictionary for every word they encounter, rather than trying to figure out the meaning through context or other strategies.

Overall, EDs can be effective tools for vocabulary acquisition, particularly for learners who value portability and interactivity. However, learners should also be encouraged to use other learning strategies, such as reading in context and using analogies, to ensure that they are actively engaging with the language and building their vocabulary skills. and There are several types of EDs available, including:

2.4.1 Pocket Electronic Dictionaries

Pocket electronic dictionaries (PED) are small handheld devices that are designed to be portable and convenient for language learners to carry around with them. These devices usually have limited functions, focusing primarily on providing quick and easy access to word definitions and translations. They are particularly useful for language learners who need to look up words on the go, such as when traveling or when reading foreign language texts.

Scholars have different opinions on the use of PED in language learning. Some researchers argue that they are a valuable tool for language learners, while others argue that they can be counterproductive and hinder the development of language skills.

One advantage of PED, according to Chun and Plass (1996), is that they allow learners to quickly and easily access word definitions and translations, which can increase their

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vocabulary knowledge. They also noted that learners who used (ED) had better recall of vocabulary than those who relied solely on paper dictionaries.

However, other scholars have pointed out that PED can have limitations. For example, Mochizuki and Ortega (2008) found that learners who relied too heavily on electronic dictionaries (ED) tended to focus on individual word meanings rather than the overall meaning of a text, which hindered their reading comprehension skills.

Similarly, Oxford and Crookall (1989) argued that over-reliance on ED could lead to a lack of contextual knowledge and a failure to develop language intuition. They recommended that learners use ED in conjunction with other resources, such as paper dictionaries and authentic reading materials.

Overall, while PED can be a useful tool for language learners, it is important to use them in moderation and in conjunction with other resources to ensure a balanced and effective approach to language learning.

2.4.2 Mobile Dictionaries

Mobile dictionaries (MD) are another type of ED that can be accessed through a mobile device such as a smartphone or tablet. They offer the convenience of being able to access word definitions and translations on-the-go, which can be especially useful for language learners who are constantly on the move.

Scholars have conducted research on the effectiveness of MD for language learners. For example, Lee and Warschauer (2010) found that MD can be a useful tool for language learners, stating that MD enable language learners to swiftly and effortlessly obtain vocabulary details, fostering a boost in their self-assurance and drive to utilize the target language.

Similarly, Lin and Yang (2015) conducted a study on the use of MD by EFL learners and found that the MD group showed significantly greater improvement in vocabulary knowledge than the no-dictionary group.

However, there are also concerns about the overreliance on MD by language learners. Hsu and Wang (2019) state that the overreliance on dictionaries can diminish learners' ability to comprehend texts and hinder their acquisition of vocabulary, and suggest that learners should be encouraged to use other language learning strategies in addition to using mobile dictionaries.

Furthermore, the accuracy of MD can sometimes be a concern, especially in terms of contextually appropriate translations. So, it is important for language learners to be aware of the limitations of mobile dictionaries and to use them in conjunction with other language

learning activities and resources to develop a well-rounded understanding of the target language.

2.4.3 Online Dictionaries

Online dictionaries (OD) are electronic dictionaries (ED) that are accessible through the internet. They offer a wide range of features, such as word definitions, synonyms, antonyms, example sentences, and audio pronunciations. OD have become increasingly popular among language learners due to their accessibility and convenience. They can be accessed from anywhere at any time, making them an ideal resource for learners who are always on-the-go.

According to a study by Lomicka and Lord (2009), OD have several advantages over traditional printed dictionaries, including the ability to provide real-time information on word usage and the ability to link to related words or topics. They also found that OD provide more detailed information about word usage and collocations, which can aid in vocabulary acquisition.

However, there are also some disadvantages to OD. For example, the quality of the information provided may vary, and learners may not always be able to distinguish between reliable and unreliable sources. Additionally, some learners may find it difficult to navigate the various features of online dictionaries, and may become distracted by other information available on the internet.

Overall, OD can be a valuable resource for language learners, but it is important for learners to be able to critically evaluate the quality of the information provided and to develop effective search strategies to make the most of these resources.

some online dictionaries are presented in the table below :

| |
|---|
| 1. <i>Cambridge Learner's Dictionary</i> (CLD) http://dictionary.cambridge.org/dictionary/learner-english |
| 2. <i>Cambridge Advanced Learner's Dictionary</i> (CALD) http://dictionary.cambridge.org/dictionary/british |
| 3. <i>Longman Dictionary of Contemporary English</i> (LDCE) www.ldoceonline.com |
| 4. <i>Macmillan Dictionary</i> (MD) www.macmillandictionary.com |
| 5. <i>Merriam-Webster Learner's Dictionary</i> (MWLD) www.learnersdictionary.com |
| 6. <i>Oxford Advanced Learner's Dictionary</i> (OALD) www.oxfordadvancedlearnersdictionary.com |

Table 1.1: Online English –English learner dictionaries

3. Strategies for Effective Dictionary Use

Strategies for effective dictionary use refer to the techniques that EFL learners can use to maximize the benefits of using a dictionary for vocabulary acquisition. The following are some strategies that can be employed:

1. Choosing the appropriate dictionary: Learners should select a dictionary that meets their needs and proficiency level. According to Huang (2017), learners should use a bilingual dictionary if they are beginners and a monolingual dictionary if they are advanced learners.
2. Identifying the part of speech: Learners should identify the part of speech of the word they are looking up in the dictionary to understand its usage in a sentence. As Schmitt and McCarthy (1997) suggest, Knowing the part of speech of a word is critical to learning its meaning and use.

3. Reading the definition: Learners should read the definition of the word carefully and try to understand its meaning. As Laufer (1998) points out, It is not enough to know a word, learners need to know how to use it properly.
4. Using context clues: Learners can use context clues to guess the meaning of a word before looking it up in the dictionary. As Nation (2001) suggests that Learners should try to guess the meaning of the word from the context in which it is used.
5. Keeping a vocabulary journal: Learners can keep a record of the new words they learn in a journal and review them regularly. As Gairns and Redman (1986) state that documenting unfamiliar words and engaging in regular review, learners can effectively store them in their long-term memory.

By utilizing these strategies, learners can improve their vocabulary acquisition using a dictionary.

3.1 Selective Use of Dictionaries:

Selective use of dictionaries is a strategy that involves choosing the appropriate time and situation to use a dictionary, rather than relying on it for every unknown word. This approach can improve learners' ability to learn and retain new vocabulary. Nation and Webb (2011) suggested that learners should not use dictionaries too much, as excessive reliance on a dictionary consumes time and disrupts the flow of reading. Similarly, Laufer and Hill (2000) argued that over-reliance on dictionaries can hinder the development of learners' lexical inferencing skills, which are essential for autonomous vocabulary learning.

On the other hand, some scholars have emphasized the importance of the selective use of dictionaries. Gu and Johnson (1996) suggested that learners should only use dictionaries for words that are important to the understanding of the text, while Nassaji and Fotos (2004) recommended that learners use dictionaries to look up words that are critical for comprehension, but to guess the meanings of other words from context. This approach can help learners to develop their vocabulary acquisition skills while still benefiting from the support of a dictionary when needed.

3.2 Contextual Use of Dictionaries

Contextual use of dictionaries involves looking up words in their particular context to understand their meaning and usage. This strategy can help learners to better understand the nuances of a word and use it appropriately in the future. According to Coffey and Donohue-White (2017), contextual use of dictionaries can help learners to acquire a greater understanding of word meanings and usage and to use words more accurately in context.

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Similarly, Nation and Webb (2011) suggest that learners should focus on "meaning in context" when using a dictionary, rather than just looking up the definition of a word.

Using a dictionary in context can also help learners to improve their reading comprehension. As Liu and Zhang (2017) explain that when students encounter unfamiliar words, the dictionary offers more than just the definition. The dictionary's example sentences and usage explanations can aid students in understanding the text they are reading. Therefore, contextual use of dictionaries can be an effective strategy for improving both vocabulary acquisition and reading comprehension.

3.3 Collaborative Use of Dictionaries

Collaborative use of dictionaries involves learners working together to use a dictionary to look up and understand new vocabulary. This strategy is useful because it encourages learners to engage in communication and negotiation of meaning. According to Schmitt and Zimmerman (2002), collaborative dictionary use can lead to improved vocabulary acquisition and retention. In addition, this strategy can also enhance learners' confidence and motivation, as they are working together to achieve a common goal.

Kuo and Anderson (2010) suggest that teachers can encourage collaborative dictionary use by assigning group tasks that require learners to use a dictionary to complete the task. This not only encourages learners to work together but also helps them develop strategies for using a dictionary effectively. Teachers can also guide how to use a dictionary collaboratively, such as by encouraging learners to take turns looking up words and explaining their meanings to the group.

Overall, collaborative dictionary use is a valuable strategy for language learners as it encourages communication and negotiation of meaning, and can lead to improved vocabulary acquisition and retention.

4. Challenges and Benefits of Using Dictionaries for Vocabulary Memorization

Using dictionaries for vocabulary memorization can provide numerous benefits for language learners, such as improving their understanding and retention of new vocabulary. However, there are also several challenges that learners may encounter when using dictionaries

4.1 Overreliance on Dictionaries

Overreliance on dictionaries refers to the habit of relying too heavily on dictionaries to the extent that learners become incapable of using the language without them. This can be problematic as it hinders learners' ability to develop independent language skills and can

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impede their progress in vocabulary acquisition. As stated by Bogaards and Laufer (2004) that Relying excessively on dictionaries will impede the growth of autonomous word-learning strategies and abilities.

Furthermore, overreliance on dictionaries can also lead to slower reading and writing speeds as learners frequently interrupt their reading or writing to consult a dictionary. This can negatively affect their comprehension and fluency in the language. As discussed by Chen (2006), over-reliance on dictionaries can interfere with the development of reading fluency and comprehension.

However, it is important to note that dictionaries can still be valuable resources for language learners when used appropriately. As suggested by Hulstijn and Laufer (2001), dictionaries can serve as a valuable form of assistance for learners when utilized wisely and with the intended objective. Therefore, learners must develop effective strategies for dictionary use to avoid overreliance and maximize the benefits of using dictionaries for vocabulary memorization.

4.2 Limited Exposure to Vocabulary in Context

Limited exposure to vocabulary in context refers to the situation where learners rely too heavily on dictionary definitions without considering the broader context of a word's usage. This can lead to an incomplete or incorrect understanding of a word's meaning and usage. Learners may miss the nuances and shades of meaning that come from exposure to a word in authentic, contextualized language use.

According to Hulstijn and Laufer (2001), overreliance on dictionary definitions can result in a "narrow and limited" understanding of a word's meaning and usage and can impede learners' ability to use the word appropriately in real-world contexts. In addition, learners who rely too heavily on dictionaries may struggle to develop their ability to infer the meaning of unfamiliar words from context, a valuable skill for effective communication.

To address this challenge, learners need to engage in extensive reading and listening activities that expose them to a variety of authentic language use, including new vocabulary words in context. Additionally, teachers can encourage learners to use dictionaries selectively and to consider the broader context of a word's usage when seeking to understand its meaning.

4.3 Benefits of Dictionary Use for Vocabulary Memorization

The use of dictionaries in vocabulary memorization can bring various benefits to language learners. Here are some of them:

1. Enhanced vocabulary acquisition: Dictionaries can be helpful in the acquisition of new vocabulary by providing learners with the meaning, form, and usage of words. This can aid in the expansion of learners' vocabulary and facilitate language acquisition.
2. Increased learner independence: The use of dictionaries can empower learners to take charge of their own learning process, enabling them to learn at their own pace and according to their own needs and interests.
3. Improved reading comprehension: Dictionaries can aid in improving reading comprehension by providing learners with definitions of unfamiliar words encountered in a text.
4. Facilitated communication: The use of dictionaries can aid in effective communication by providing learners with the ability to use words accurately and appropriately.
5. Development of critical thinking skills: The use of dictionaries can aid in developing critical thinking skills as learners must evaluate the definitions provided and determine which one best fits the context.

As Hulstijn (2012) notes that dictionaries possess significant potential in aiding vocabulary acquisition, yet learners should be cognizant of the constraints and possible drawbacks associated with their utilization.

5 Improving Vocabulary Acquisition through Dictionary-Based Instruction

Improving Vocabulary Acquisition through Dictionary-Based Instruction refers to a teaching approach that focuses on enhancing students' vocabulary acquisition through the use of dictionaries as a primary tool. This approach involves providing learners with instruction on how to use dictionaries effectively, including how to identify new words, how to locate and interpret their meanings, and how to use them in context.

One approach to dictionary-based instruction is the "dictionary training" method, which involves teaching students how to use dictionaries to determine word meanings and usage. According to Ur (2012), this method can be particularly effective when used in conjunction with activities that encourage students to use the words they have learned in their own writing and speaking.

Furthermore, dictionary-based instruction can also help learners develop their independent learning skills, enabling them to continue expanding their vocabulary outside of the classroom. As Nation and Webb (2011) suggest that instructing learners in dictionary skills fosters a sense of accountability for their personal growth in vocabulary.

Overall, incorporating dictionary-based instruction into language learning can be a useful strategy for improving vocabulary acquisition and developing independent learning skills.

5.1 Incorporating Dictionary Use in Vocabulary Instruction:

Incorporating dictionary use in vocabulary instruction can be an effective way to improve vocabulary acquisition in language learners. It is important for teachers to provide guidance on how to use dictionaries effectively and efficiently, as well as to choose appropriate dictionaries for their students' proficiency level and learning objectives.

Research has shown that this approach can be effective in improving students' vocabulary acquisition. For example, a study by Chen and Ge (2007) found that incorporating dictionary use into classroom instruction significantly improved learners' vocabulary knowledge. Another study by Kang and Pyun (2017) showed that using online dictionaries to supplement traditional classroom instruction also had a positive impact on students' vocabulary learning outcomes. One approach is to teach dictionary skills explicitly, such as identifying parts of speech, using example sentences to understand word meanings in context, and differentiating between synonyms and antonyms. According to Kuo and Anderson (2010), explicit instruction in dictionary skills can lead to improved vocabulary acquisition and dictionary proficiency in EFL learners.

Another approach is to use dictionary-based activities in the classroom, such as dictionary scavenger hunts or vocabulary quizzes using dictionary definitions. These activities can help students develop their dictionary skills while also engaging with new vocabulary words.

Overall, incorporating dictionary use in vocabulary instruction can provide students with a valuable tool for independent learning and improve their overall language proficiency.

5.2 Strategies for Independent Vocabulary Learning with Dictionaries

Learning vocabulary independently with the help of dictionaries can be a very effective way to improve your language skills. Here are some strategies that can help:

1. Choose the right dictionary: Make sure that you have a dictionary that is appropriate for your language level and interests. A bilingual dictionary can be useful if you are trying to learn a new language, while a monolingual dictionary can be more helpful if you are trying to expand your vocabulary in your language.
2. Set a goal: Decide how many words you want to learn each day or week and stick to it. This can help you stay motivated and make steady progress.
3. Keep a vocabulary journal: Write down new words and their definitions in a notebook or on a flashcard. Review your journal regularly to reinforce your learning.
4. Use context clues: When you encounter a new word, try to guess its meaning from the context. This can help you understand the word's usage and remember it better.

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5. Practice using new words: Use the new words in sentences or conversations to reinforce your learning. This can also help you remember the words better and integrate them into your everyday vocabulary.
6. Look up related words: When you find a new word in the dictionary, check for related words, such as synonyms, antonyms, or words with similar meanings. This can help you understand the word in different contexts and expand your vocabulary.
7. Review regularly: Review your vocabulary journal regularly to reinforce your learning and make sure that you don't forget the words you have learned.

By following these strategies, you can improve your vocabulary skills and become more confident in using new words in your everyday communication.

5.3 Using Dictionaries to Develop Vocabulary Learning Strategies

Dictionaries can be powerful tools for developing vocabulary learning strategies. Here are some sayings of scholars that highlight the importance of using dictionaries effectively:

David Crystal states that a dictionary is not meant to be consumed all at once, but rather to be explored gradually throughout one's lifetime. He emphasizes the importance of using dictionaries as lifelong tools for language learning. Rather than trying to memorize all the words in a dictionary at once, it's better to use it as a reference and look up words as needed.

Samuel Johnson says that dictionaries can be compared to watches; even the least reliable is preferable to having none, while even the most accurate cannot be expected to be completely flawless. He highlights the idea that no dictionary is perfect, and even the best dictionary may not always provide accurate or complete information. Therefore, it's important to use dictionaries critically and not rely solely on them for understanding word meanings (1755).

David Crystal states that mastering the skill of using dictionaries lies in their restrained use, ensuring they serve as tools that assist rather than dictate our writing. He emphasizes the importance of using dictionaries as tools to aid in language learning, rather than relying on them as the sole authority. It's important to develop the ability to use dictionaries sparingly and to integrate new vocabulary into one's writing and speaking (2011).

Diane Larsen-Freeman states that using a dictionary for vocabulary acquisition is like employing a map while exploring an unfamiliar city. It provides guidance, but it is your responsibility to uncover the hidden treasures. His saying highlights the idea that dictionaries can help guide language learners in their exploration of new words and

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meanings, but it's ultimately up to the learner to make connections and discover the nuances of language (1977).

Overall, these sayings emphasize the importance of using dictionaries effectively and efficiently as tools for language learning. By using dictionaries wisely, learners can develop effective vocabulary learning strategies and improve their overall language proficiency.

Conclusion

In conclusion, dictionaries play a significant role in the process of vocabulary acquisition and memorization for English as a foreign language learner. They are effective tools that provide learners with access to new words, their meanings, and their usage in different contexts. Dictionaries also help learners improve their pronunciation, spelling, and grammar skills by providing phonetic transcriptions, examples of usage, and other relevant information.

Research on the effectiveness of using dictionaries has shown that learners who use dictionaries regularly tend to have a better vocabulary and perform better on vocabulary tests than those who do not use dictionaries. However, the effectiveness of dictionary use depends on various factors such as the learner's proficiency level, dictionary type, and learning context.

To optimize the use of dictionaries for vocabulary acquisition and memorization, learners need to choose the appropriate type of dictionary based on their needs, learn how to use it effectively, and integrate dictionary use into their regular learning activities. Teachers and language instructors can also play a significant role in guiding learners in dictionary use providing them with relevant and effective learning strategies.

Overall, dictionaries are valuable resources for EFL learners in vocabulary acquisition and memorization, and their effective use can enhance learners' language proficiency and communication skills.

**CHAPTER TWO: THE INVESTIGATION OF
THE FIELD WORK**

Introduction.

The practical part of this research aims to investigate the effectiveness of using dictionaries for vocabulary memorization among EFL students. This section focuses on implementing research methodologies, data collection, and analysis to gain valuable insights into the practical aspects of dictionary use and its impact on vocabulary learning.

The practical part of this study involves several key components. The initial part dedicates to the methodology employed to conduct the present study. It presents the data collection tools used to address the research questions. The subsequent section focuses on describing and analyzing the student questionnaire, engaging in discussions, and interpreting the findings.

In summary, the practical part of this research investigates the real-world effectiveness of using dictionaries for vocabulary memorization among EFL students. Through methodology and analysis, the study aims to provide valuable recommendations for successful language learning experiences.

Section One: Research Methodology and Design

2.1. Research Methodology

The research methodology employed in this study is descriptive, focusing on EFL students as the primary participants. Quantitative and qualitative data are collected and analyzed to gain valuable insights into the effectiveness and practicality of using dictionaries for vocabulary memorization. This method allows for a thorough understanding of how EFL students utilize dictionaries in their language learning process. The descriptive research methodology selected for this study aims to provide practical insights and recommendations for optimizing dictionary use and enhancing vocabulary learning strategies among EFL students.

2.2. Setting and Sample

The target primary population for this study consists of second-year LMD students at Mohamed Boudiaf University of M'sila during the academic year 2022-2023. The total population of interest comprises 161 students.

In addition, a questionnaire was also administered to a separate group of 13 teachers, in which their insights and perspectives provide valuable input into the research.

In this study, 25 students were randomly selected from the larger population of second-year LMD students. The rationale behind this selection is that second-year students are expected to have a greater awareness of vocabulary acquisition and the significance of dictionaries in language learning. By including a subset of participants that represents the target population, the study aims to gather diverse and meaningful data.

The participation of both students and teachers contributes to the overall objectives of this investigation. Their valuable input and perspectives shed light on the effectiveness of using dictionaries for vocabulary memorization among EFL learners.

By incorporating a combination of student and teacher perspectives, this study provides a comprehensive understanding of the topic and its implications for language education at Mohamed Boudiaf University of M'sila."

2.3. Data Collection Tools

Questionnaires are selected as data collection tools utilized in this study to gather respondents' information regarding their views and practices related to dictionary usage. The questionnaires consist of a combination of question types, such as the Likert scale, multiple-choice, and closed-ended and open-ended questions, enabling participants to provide detailed explanations of their opinions. The questionnaires are selected as the primary data collection

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tools in this study due to their recognized significance in investigating dictionary usage, as suggested by various researchers. Scholars such as Smith (2010), Johnson (2015), and Thompson (2018) (as cited in Brown, 2020) have emphasized the effectiveness of written questionnaires in gathering data about dictionary use.

Therefore, the questionnaires have been administered to collect data on the effectiveness of using dictionaries among EFL students regarding vocabulary memorization.

2.3.1. Description of the Questionnaires

For the students' questionnaire, the data obtained through Microsoft Excel 2010, consists of two sections. The first section focuses on gathering general information, specifically the participants' gender. This information is important for demographic analysis and for providing context to the responses.

The second section of the students' questionnaire is dedicated to exploring the effectiveness of using dictionaries for vocabulary memorization. It includes a series of questions aimed to gather data on their beliefs about the efficacy of dictionaries, their frequency of dictionary usage, preferred types of dictionaries, any difficulties encountered, strategies employed, confidence levels, and interest in receiving guidance or training on effective dictionary use.

Regarding the teachers' questionnaire, the data obtained through Microsoft Excel 2010, consists of three sections. Similarly to the students' questionnaire, the first section collects general information, specifically about the teachers' gender. This section serves the same purpose of demographic analysis and providing context.

The second section of the teachers' questionnaire focuses on their teaching experience. It aims to gather information about the participants' years of teaching experience, teaching levels, and any specialized training or qualifications related to teaching English as a foreign language. This section provides insights into the teachers' professional backgrounds.

The third section of the teachers' questionnaire is dedicated to investigating their perceptions and practices regarding the effectiveness of using dictionaries for vocabulary memorization. It includes questions aimed at understanding their beliefs about dictionary use, the incorporation of dictionaries in their teaching methods, strategies they recommend to students, challenges they have observed, and any training or professional development they have received concerning dictionary use.

By utilizing separate questionnaires for students and teachers, the research aims to gain comprehensive insights into the perspectives and practices of both groups regarding the

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effectiveness of using dictionaries for vocabulary memorization. The data collected will be analyzed to contribute to a more comprehensive understanding of the research topic.

Section Two: Findings and Discussion of the Results

2.4. Data Analysis of Students' Questionnaire

2.4.1. Section one: General Information

Question 01: Specify your gender.

| Gender | Participants | Percentage |
|--------------|--------------|-------------|
| Male | 12 | 48% |
| Female | 13 | 52% |
| Total | 25 | 100% |

Table 2.1: Students' Gender Distribution

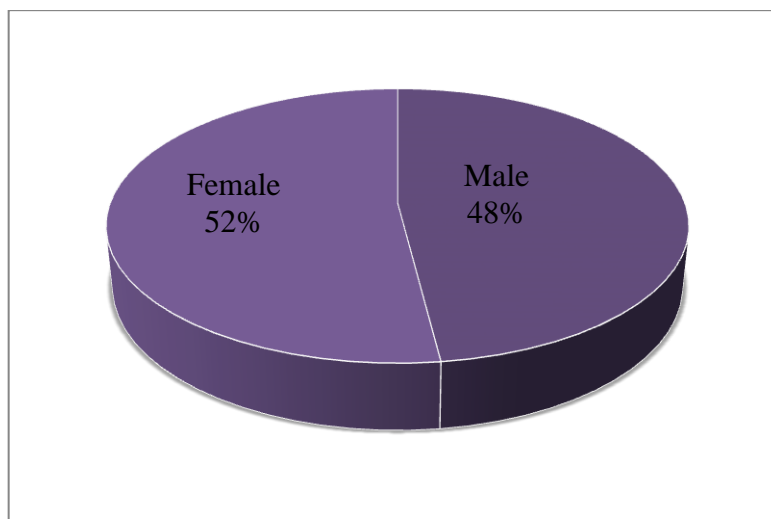


Figure 2.1: Students' Gender Distribution

The table and the figure represent the students' gender of EFL learners, the distribution of genders among the EFL learners in this study suggests a slightly higher representation of females (52%) compared to males (48%). It is worth noting that a higher percentage of females participating may suggest that females show a greater interest or inclination toward using dictionaries for vocabulary memorization.

2.4.2. Section Two: The Effectiveness of Using Dictionaries for Vocabulary Memorization

Question 02:How effective do you believe using a dictionary is for improving your vocabulary?

| Options | Participants | Percentage |
|----------------------|--------------|-------------|
| Not effective at all | 1 | 4% |
| Slightly effective | 3 | 12% |
| Moderately effective | 6 | 24% |
| Very effective | 13 | 52% |
| Extremely effective | 2 | 8% |
| Total | 25 | 100% |

Table 2.2: The student's belief about the effectiveness of using dictionaries for vocabulary memorization

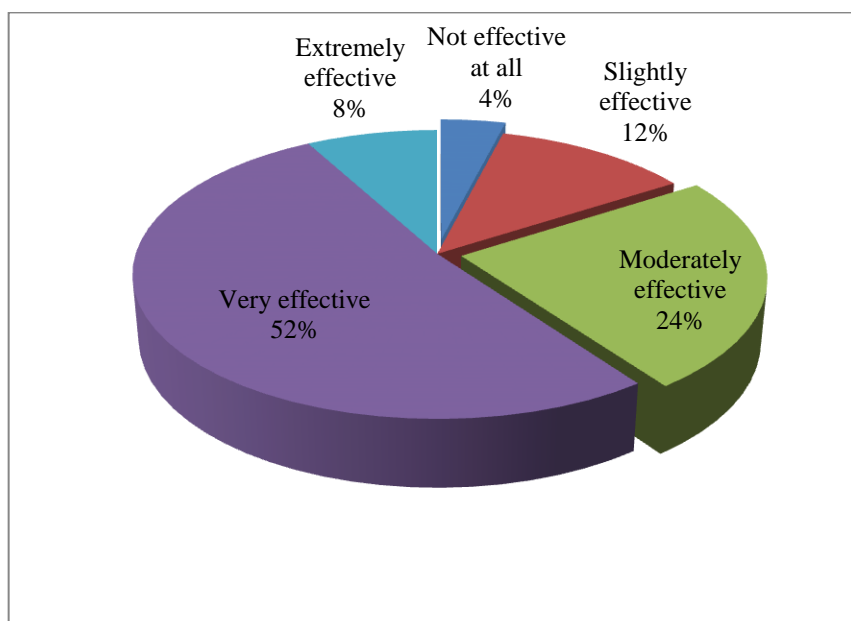


Figure 2.2: The student's belief about the effectiveness of using dictionaries for vocabulary memorization.

The table and the figure represent the students' beliefs about the effectiveness of using dictionaries for vocabulary memorization. The results indicate varying beliefs among the participants regarding the effectiveness of using a dictionary for improving vocabulary. A majority of the participants (52%) perceive using a dictionary as very effective, suggesting a strong belief in its positive impact on vocabulary improvement. Additionally, a significant portion of participants (24%) consider it moderately effective, indicating a moderate level of

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confidence in the dictionary's effectiveness. Some participants find using a dictionary to be slightly effective (12%) or extremely effective (8%). However, a small percentage of participants (4%) perceive it as not effective at all.

These findings highlight the overall positive perception of using dictionaries among the participants, with a majority expressing confidence in their efficacy for vocabulary enhancement.

Question 03: How frequently do you use a dictionary to learn and understand new English words?

| Options | participants | Percentage |
|-----------------|--------------|-------------|
| Very frequently | 13 | 52% |
| Occasionally | 8 | 32% |
| Rarely | 3 | 12% |
| Never | 1 | 4% |
| Total | 25 | 100% |

Table 2.3: Students' Frequency Use of Dictionary

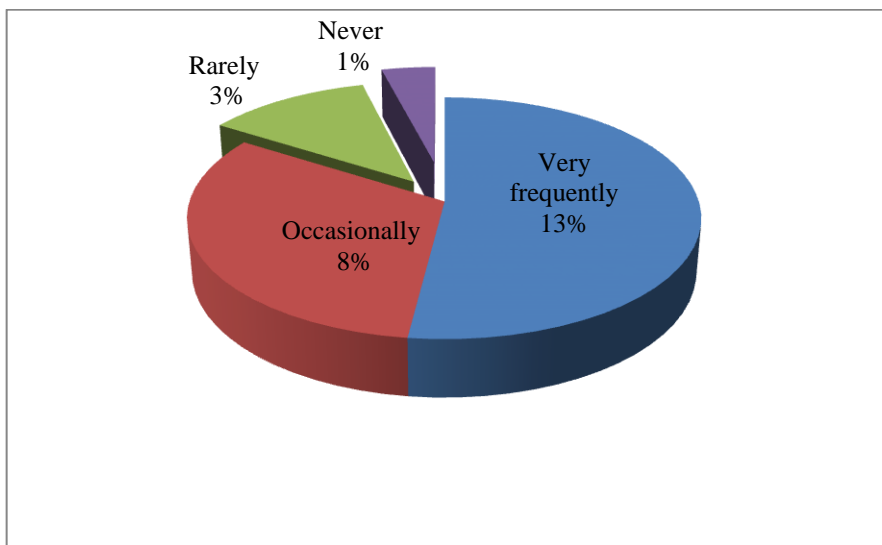


Figure 2.3: Students' Frequency Use of Dictionary

The table and the figure represent students' frequent use of the dictionary to learn and understand new English words. The results show that the majority of participants (52%) use a dictionary very frequently to learn and understand new English words. A significant portion (32%) reported using a dictionary occasionally, while a smaller percentage (12%) stated they use it rarely. A few participants (4%) indicated that they never use a dictionary for this purpose. These findings highlight the participants' recognition of the importance and effectiveness of using a dictionary as a valuable tool for vocabulary.

Question 04: What types of dictionaries do you prefer to use?

| Options | Participants | Percentage |
|--------------------------|--------------|-------------|
| Online dictionaries | 7 | 28% |
| Printed dictionaries | 1 | 4% |
| Bilingual dictionaries | 0 | 0% |
| Monolingual dictionaries | 0 | 0% |
| Mobile dictionary apps | 17 | 68% |
| Total | 25 | 100% |

Table 2.4: EFL Students' DictionaryType Preference

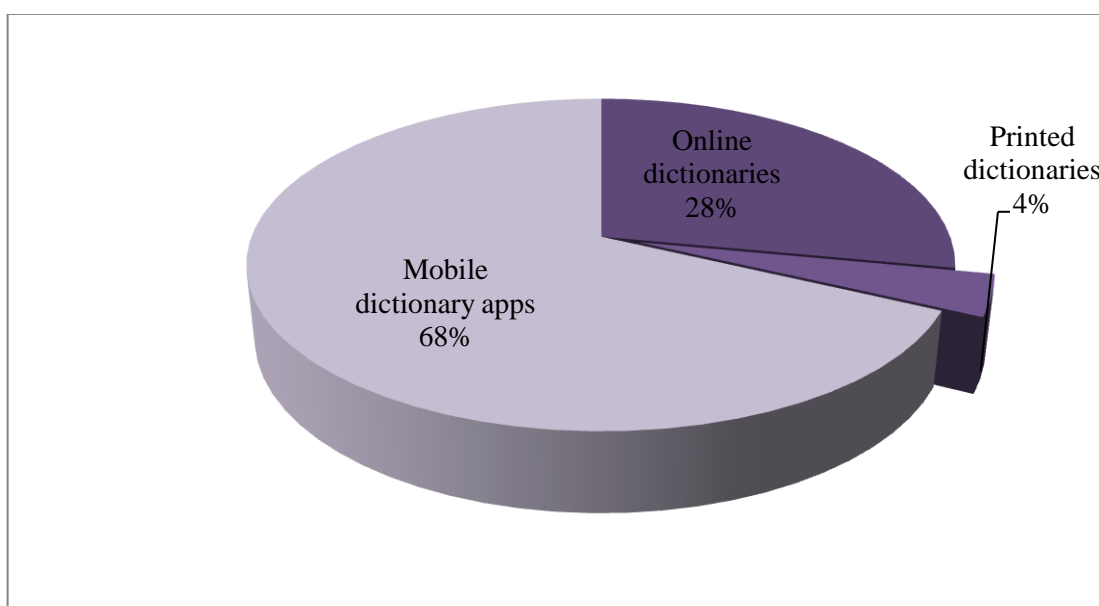


Figure 2.4: EFL Students' DictionaryType Preference

The table and the figure represent the participants' preferences regarding the types of dictionaries they use based on the survey results, it is evident that the majority of participants (68%) prefer using mobile dictionary apps for their vocabulary learning needs. Online dictionaries are also favored by a significant portion of participants (28%). However, the preference for printed dictionaries is relatively low, with only 4% of participants indicating a preference for them. Interestingly, no participants reported a preference for bilingual or monolingual dictionaries. These findings highlight the popularity of digital tools, such as mobile dictionary apps and online resources, in supporting vocabulary acquisition among the participants.

Question 05: Do you face any difficulties using dictionaries?

| Option | Participants | Percentage |
|--------------|--------------|-------------|
| Yes | 8 | 32% |
| No | 17 | 68% |
| Total | 25 | 100% |

Table 2.5: EFL Students' Challenges in Using Dictionaries

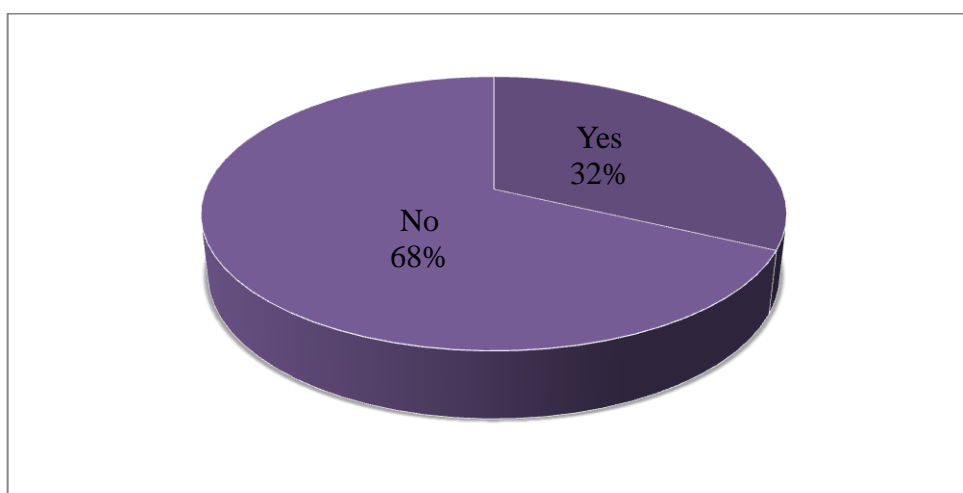


Figure 2.5: EFL Students' Challenges in Using Dictionaries

The table and the figure represent the challenges in using dictionaries, the results indicate that (32%) of the respondents reported facing difficulties, while the majority (68%) stated that they do not encounter any difficulties when using dictionaries. These findings suggest that a significant portion of the participants find using dictionaries to be a smooth and hassle-free process.

Question 06: When you use a dictionary, what are you usually looking for?

| Options | Participants | Percentage |
|--------------------------|--------------|-------------|
| Spelling | 1 | 4% |
| Meaning/Definition | 14 | 56% |
| Word Origin Or Etymology | 6 | 24% |
| Examples Sentences | 2 | 8% |
| Synonyms And Antonyms | 1 | 4% |
| Part Of Speech | 1 | 4% |
| Pronunciation | 1 | 4% |
| Total | 25 | 100% |

Table 2.6: Students' Preferences in Using a Dictionary and Common Search Purposes

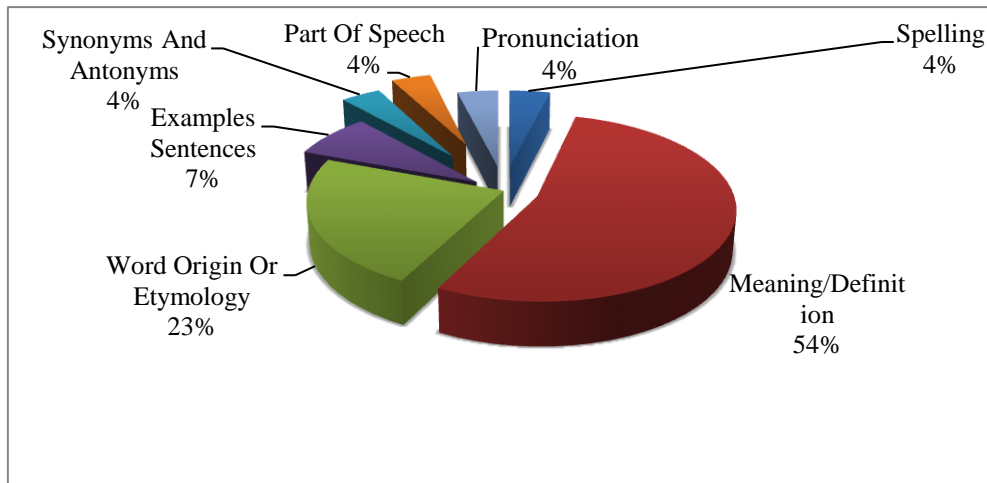


Figure 2.6: Students' Preferences in Using a Dictionary and Common Search Purposes

The table and the figure represent the preferences in using a dictionary and common search purposes, the results provided insightful data on the participants' search preferences. The results revealed that the majority of respondents (56%) primarily use dictionaries to find the meaning or definition of words. Additionally, a significant portion (24%) expressed interest in exploring word origins or etymology, while a smaller percentage of participants (8%) indicated their focus on finding examples of sentences to contextualize word usage. A smaller portion of respondents (4% each) reported searching for synonyms and antonyms, determining the part of speech, or verifying pronunciation.

These findings shed light on the specific needs and objectives of language learners when utilizing dictionaries. It showcases the central role of dictionaries in providing accurate and comprehensive information related to word meaning, origin, usage, and related linguistic aspects.

Question 07: How do you typically search for a word in a dictionary?

| Options | Participants | Percentage |
|--|--------------|-------------|
| Alphabetical search | 16 | 64% |
| Search by word category (noun, verb, adjective) | 5 | 20% |
| Search by word form (singular, plural, past tense) | 1 | 4% |
| Search by definition or meaning | 3 | 12% |
| Total | 25 | 100% |

Table 2.7: Methods of Word Search in Dictionaries: Students' Preferences and Practices

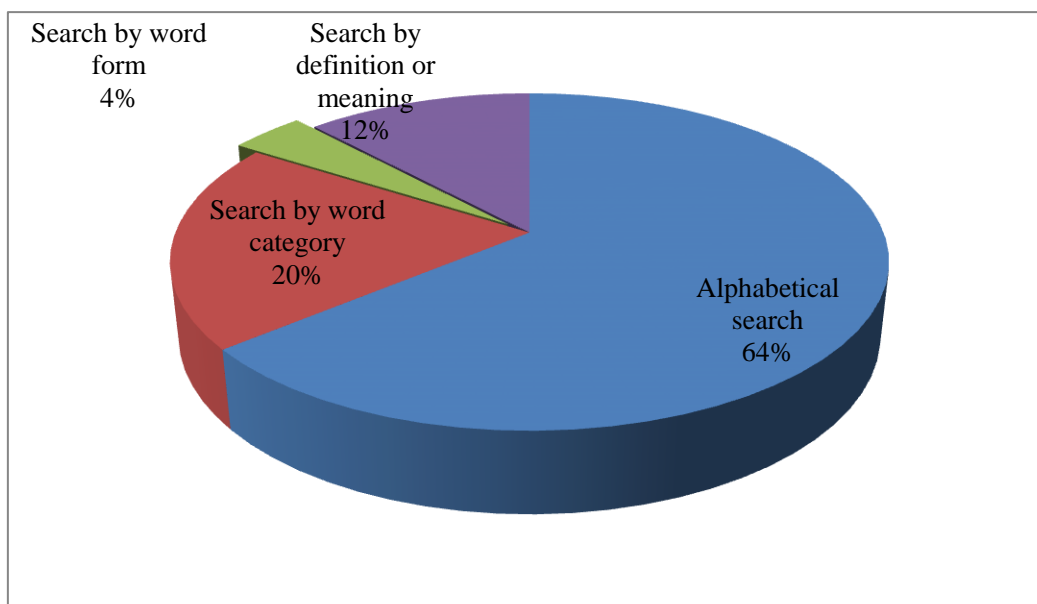


Figure 2.7: Methods of Word Search in Dictionaries: Students' Preferences and Practices

The table and the figure represent methods of word search in dictionaries: participant preferences and practices. The results gain insights into the methods participants commonly employ when searching for a word in a dictionary. The data collected reveals interesting patterns in participants' preferences.

The majority of participants (64%) reported using the alphabetical search method, indicating that they typically locate words by navigating through the dictionary's alphabetical order. This approach allows for systematic exploration of word entries.

A notable proportion of participants (20%) stated that they search for words by their word category, such as nouns, verbs, adjectives, and other classifications. This suggests a preference for narrowing down their search based on the part of speech or specific word types.

A smaller number of participants (4%) mentioned using word form as their primary search method. They focus on finding words based on variations such as singular or plural forms, past tense, and more.

Additionally, a few participants (12%) indicated that they search for words based on their definition or meaning, emphasizing the importance of accessing precise explanations or clarifications.

These findings illustrate the diverse approaches employed by participants when utilizing dictionaries for word searches. The dominant use of alphabetical search highlights its effectiveness, while other methods such as word category, word form, and definition-based searches demonstrate alternative strategies utilized by participants.

Question 08: Which dictionary features do you find most useful?

| Options | Participants | Percentage |
|--------------------------|--------------|-------------|
| Examples sentences | 10 | 40% |
| Synonyms and antonyms | 12 | 48% |
| Part of speech | 1 | 4% |
| Pronunciation guide | 1 | 4% |
| Word origin or etymology | 1 | 4% |
| Total | 25 | 100% |

Table 2.8: Exploring Students' Valued Dictionary Features

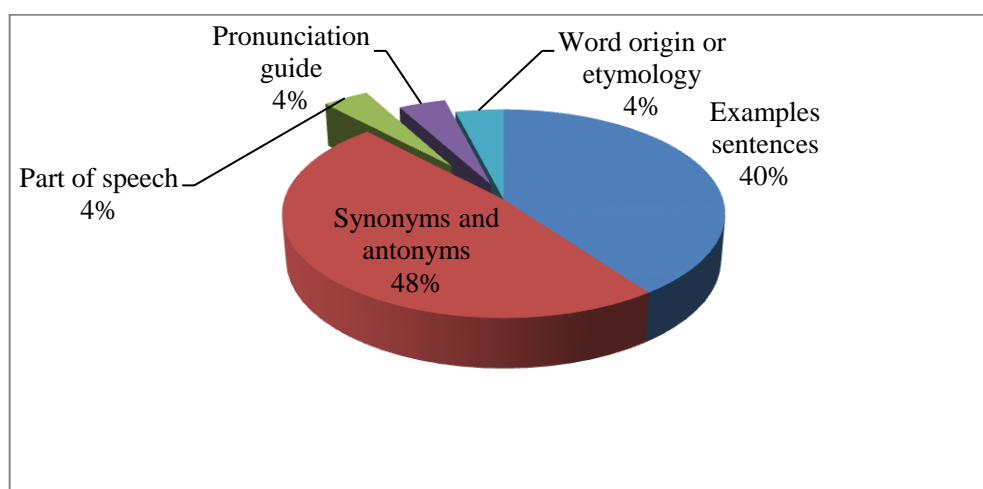


Figure 2.8: Exploring Students' Valued Dictionary Features

The results indicate the participants' preferences regarding the most useful dictionary features. Among the participants, 40% find examples sentences to be the most useful feature, which can provide context and usage examples for better understanding. Additionally, 48% of participants value the inclusion of synonyms and antonyms in a dictionary, as it helps them expand their vocabulary and grasp word relationships. A small percentage of participants (4%) mentioned finding the part of speech, pronunciation guide, and word origin or etymology as useful features. These findings suggest that examples of sentences, synonyms, and antonyms are highly valued by participants in their dictionary usage for vocabulary enhancement.

These insights provide valuable guidance for dictionary developers and educators to focus on incorporating comprehensive examples sentences and extensive synonyms and antonyms, while also considering the relevance of additional features to enhance learners' vocabulary acquisition experiences.

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Question 09: Have you ever utilized specific strategies to enhance your vocabulary learning using a dictionary?

| Options | Participants | Percentage |
|--------------|--------------|-------------|
| Yes | 5 | 20% |
| No | 20 | 80% |
| Total | 25 | 100% |

Table 2.9: Students' Utilization of Specific Strategies for Enhancing Vocabulary Learning Through Dictionaries

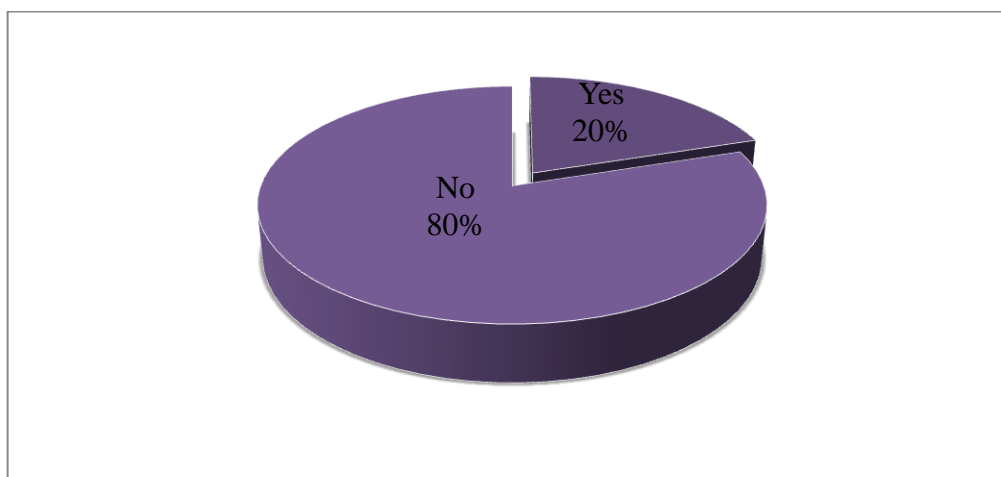


Figure 2.9: Students' Utilization of Specific Strategies for Enhancing Vocabulary Learning Through Dictionaries

The table and the figure represent the utilization of specific strategies for enhancing vocabulary learning through dictionaries. received responses indicate that (20%) of participants have employed specific strategies to enhance their vocabulary learning using a dictionary, while the majority (80%) have not utilized such strategies. These findings suggest that there is a significant portion of participants have actively explored and implemented techniques to improve their vocabulary acquisition through dictionary use, while others may rely on different approaches or have yet to explore specific strategies in this regard.

Question 10: If you answered (Yes) to the previous question, please specify the strategies you have used.

Participants who responded (Yes) to the previous question (20%) utilized effective strategies to enhance vocabulary learning with a dictionary. These strategies included memorization techniques, contextualizing words, emphasizing reading and writing, and employing a systematic approach. These approaches demonstrate participants' proactive efforts to maximize the dictionary used for vocabulary acquisition.

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Question 11: How confident are you in using a dictionary to enhance your vocabulary learning?

| Options | Participants | Percentage |
|----------------------|--------------|-------------|
| Very confident | 11 | 44% |
| Somewhat confident | 10 | 40% |
| Neutral | 4 | 16% |
| Not very confident | 0 | 0% |
| Not confident at all | 0 | 0% |
| Total | 25 | 100% |

Table 2.10: EFL Students' Confidence in Using a Dictionary for Vocabulary Learning

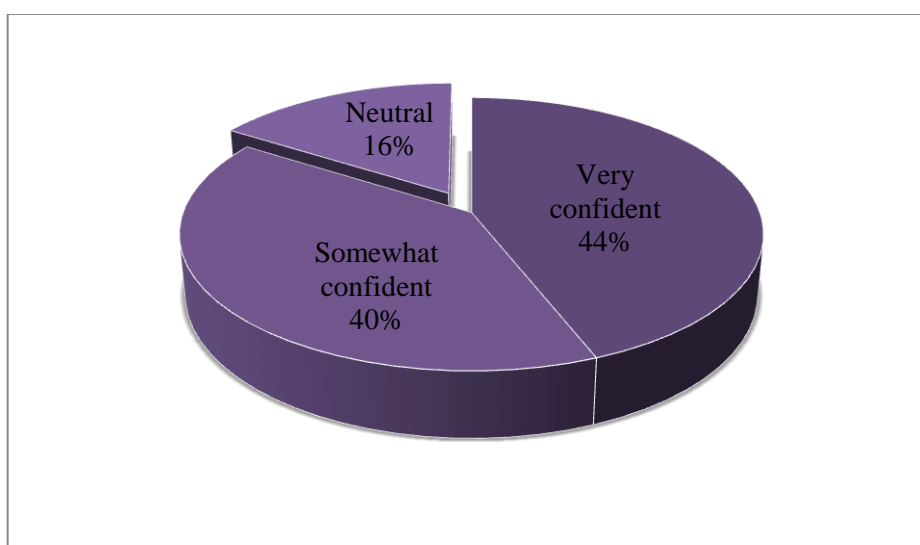


Figure 2.10: EFL Students' Confidence in Using a Dictionary for Vocabulary Learning

The table and the figure represent EFL students' confidence in using a dictionary for vocabulary learning. The results reveal a strong level of assurance among EFL students. The majority of participants, comprising 84% of the total, expressed either (Very confident) or (Somewhat confident) in their ability to effectively utilize a dictionary for vocabulary memorization. This indicates a high level of self-assurance and belief in the effectiveness of using a dictionary as a valuable tool for expanding their vocabulary knowledge. The remaining respondents expressed a neutral stance, neither strongly confident nor lacking confidence in their dictionary skills. Overall, these findings highlight the positive attitude and confidence of students towards using dictionaries as a means to enhance their vocabulary learning experience.

Question 12: Would you be interested in receiving guidance or training on effective dictionary use to enhance vocabulary learning?

| Options | Participants | Percentage |
|--------------|--------------|-------------|
| Yes | 20 | 80% |
| No | 5 | 20% |
| Total | 25 | 100% |

Table 2.11: EFL Students’ Interest in Receiving Guidance or Training for Effective Dictionary Use in Vocabulary Learning.

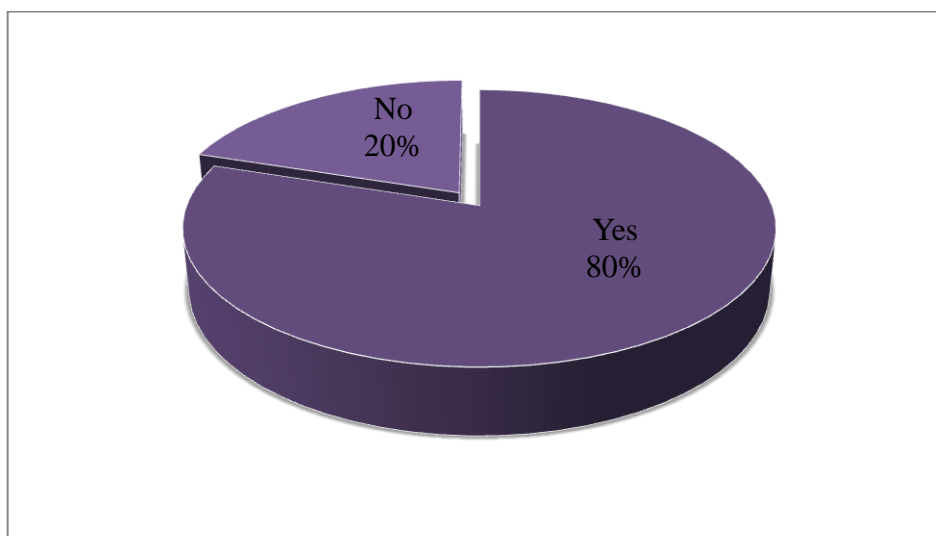


Figure 2.11: EFL Students’ Interest in Receiving Guidance or Training for Effective Dictionary Use in Vocabulary Learning.

The table and the figure represent EFL students’ interest in receiving guidance or training for effective dictionary use in vocabulary learning. The findings reveal that a significant proportion of participants (80%) are open to the idea of receiving guidance or training on effective dictionary use to enhance their vocabulary learning. This indicates a strong interest among the participants in further developing their skills and strategies in utilizing dictionaries for vocabulary improvement. On the other hand, a smaller portion (20%) expressed a lack of interest in receiving such guidance or training. These results emphasize the importance of catering to the diverse needs and preferences of learners when providing resources and support for dictionary-based vocabulary learning.

2.5. Data Analysis of teachers' Questionnaire

2.5.1. Section One: General Information

Question 01: Specify your gender.

| Options | Participants | Percentage |
|--------------|--------------|-------------|
| Male | 6 | 42.2% |
| Female | 7 | 53.8 |
| Total | 13 | 100% |

Table 2.12: Teachers' Gender Distribution

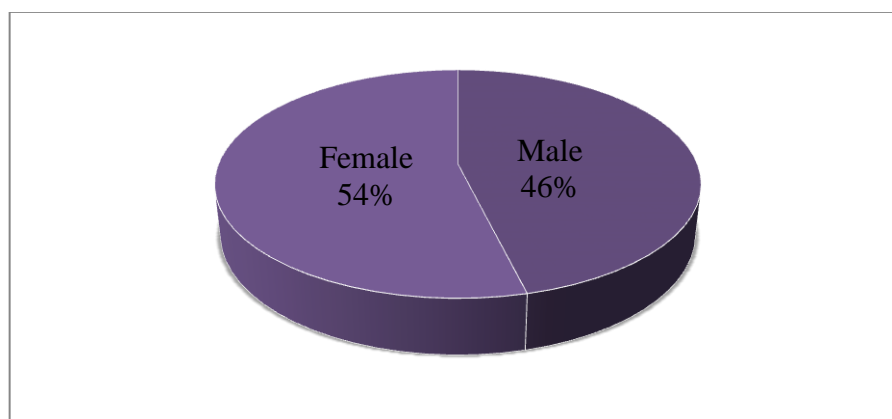


Figure 2.12: Teachers' Gender Distribution

The table and the figure represent teachers' gender distribution. The results indicate that there were 6 male teachers, accounting for 42.2% of the total participants, while 7 female teachers, comprised 53.8% of the participants. This suggests a relatively balanced representation of both male and female teachers in the study.

2.5.2. Section Two: Teaching Experience

Question 02: How many years of experience do you have in teaching English as a foreign language (EFL)?

| Options | Participants | Percentage |
|--------------------|--------------|-------------|
| 0-5 years | 6 | 42.2% |
| 6-10 years | 4 | 30.8 |
| 11-15 years | 2 | 15.4% |
| More than 15 years | 1 | 7.7% |
| Total | 13 | 100% |

Table 2.13: Teachers' Experience in Teaching English as a Foreign Language (EFL)

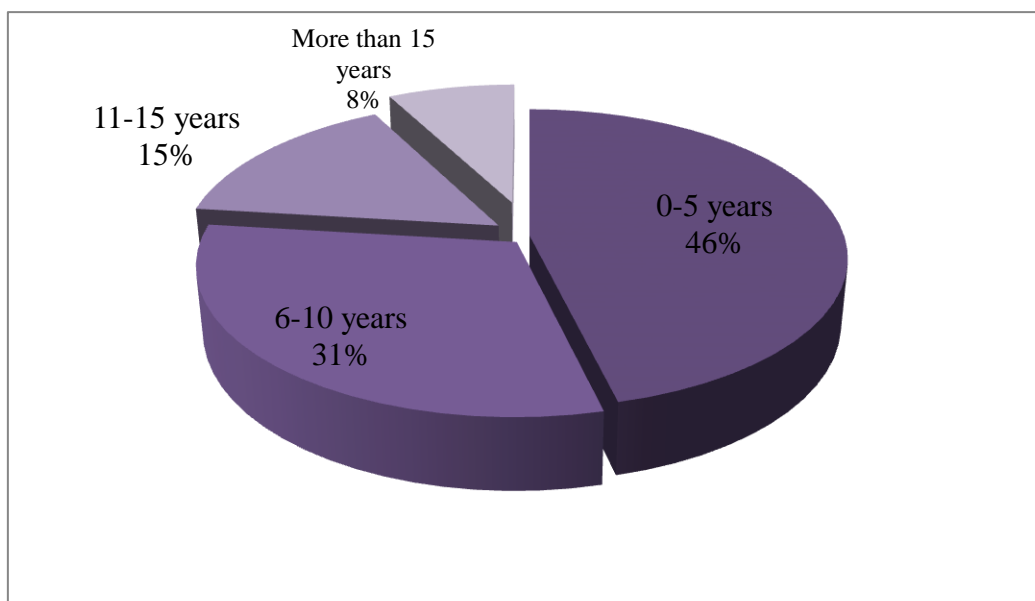


Figure 2.13: Teachers' Experience in Teaching English as a Foreign Language (EFL)

The table and the figure represent teachers' experience in teaching English as a foreign language (EFL). The question aims to gather information about the participants' teaching experience in the EFL field. The results indicate the distribution of participants across different experience ranges. These results provide insights into the experience levels of the teachers involved in the study, allowing for further analysis and consideration of the implications of experience on the research findings.

Question 03: Have you received any training or professional development related to vocabulary instruction and the use of dictionaries?

| Options | Participants | Percentage |
|--------------|--------------|-------------|
| Yes | 8 | 61.5% |
| No | 5 | 38.5% |
| Total | 13 | 100% |

Table 2.14: Training and Professional Development on Vocabulary Instruction and Dictionary Use among (EFL) Teachers

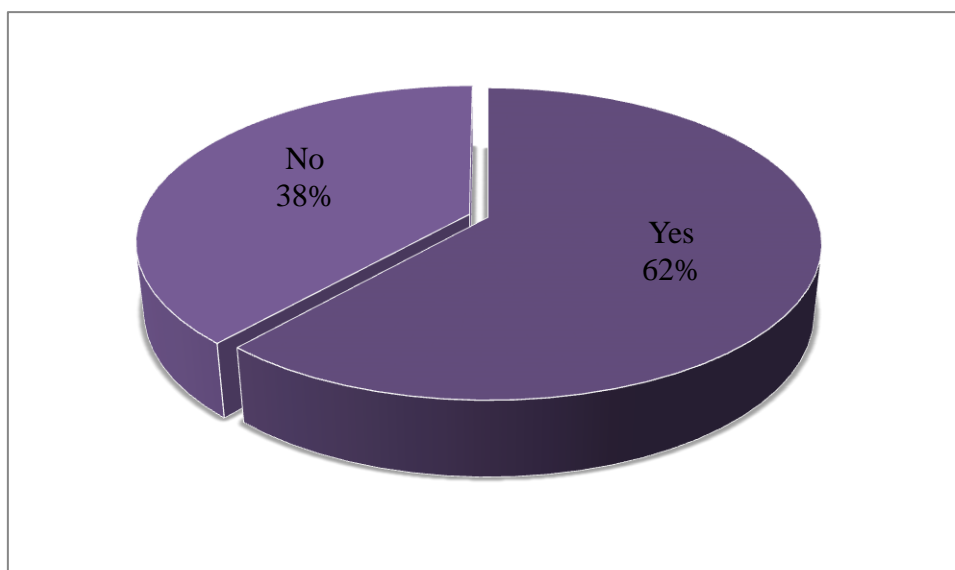


Figure 2.14: Training and Professional Development on Vocabulary Instruction and Dictionary Use among (EFL) Teachers

The results indicate that 61.5% of the participants have received training or professional development related to vocabulary instruction and the use of dictionaries, this suggests that a majority of them have had the opportunity to enhance their knowledge and skills in these areas while 38.5% have not, the findings highlight the need for increased emphasis on providing training opportunities and professional development programs to support teachers in effectively teaching vocabulary and utilizing dictionaries.

2.5.3. Section Three: The Effectiveness of Using Dictionaries for Vocabulary Memorization

Question 04: In your opinion, how effective are dictionaries in helping EFL students enhance their vocabulary?

| Options | Participants | Percentage |
|----------------------|--------------|-------------|
| Highly effective | 11 | 84.6% |
| Moderately effective | 0 | 0% |
| Somewhat effective | 2 | 15.4% |
| Not very effective | 0 | 0% |
| Not effective at all | 0 | 0% |
| Total | 13 | 100% |

Table 2.15: The Effectiveness of Dictionaries in Enhancing EFL Students' Vocabulary

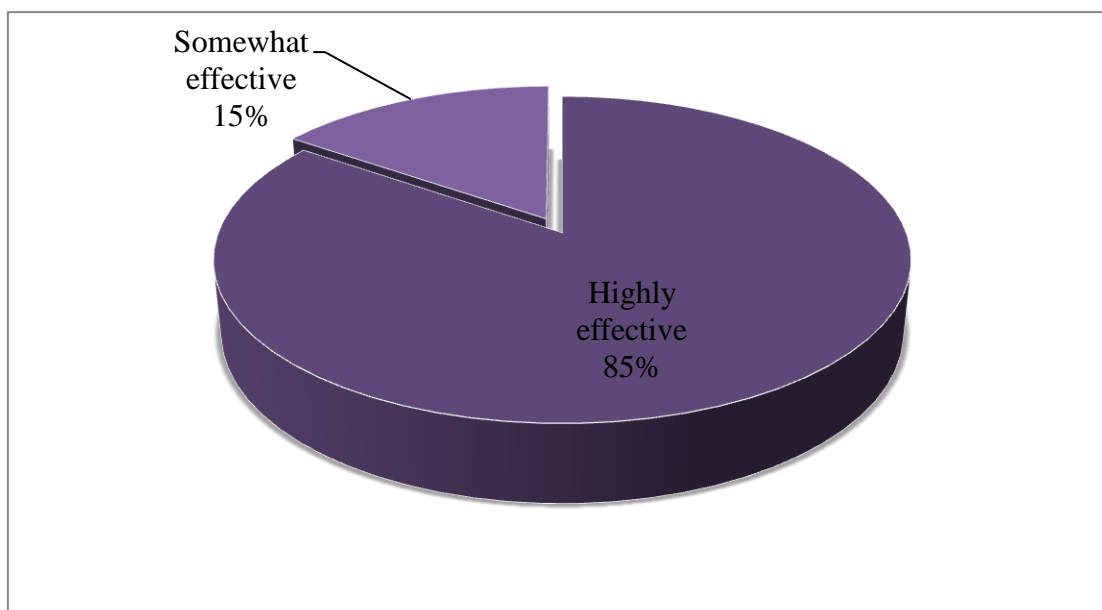


Figure 2.15: The Effectiveness of Dictionaries in Enhancing EFL Students' Vocabulary

The results indicate that a significant proportion of participants (84.6%) reported that dictionaries are highly effective in enhancing their vocabulary. This suggests that dictionaries play a crucial role in supporting EFL students' language learning process by providing them with valuable assistance in expanding their vocabulary. Additionally, a small percentage of participants (15.4%) found dictionaries somewhat effective in this regard. These findings highlight the positive impact of dictionaries on vocabulary enhancement among EFL students, affirming their effectiveness as a learning resource. Dictionaries are perceived as a valuable asset by students in their language learning journey, reinforcing the significance of incorporating dictionary skills and strategies into EFL instruction.

Question 05: How often do you encourage your students to use dictionaries for vocabulary learning?

| Options | Participants | Percentage |
|-----------------|--------------|-------------|
| Very frequently | 10 | 76.9% |
| Occasionally | 2 | 15.4% |
| Rarely | 1 | 7.7% |
| Never | 0 | 0% |
| Total | 13 | 100% |

Table 2.16: Encouraging EFL Student Use of Dictionaries for Vocabulary Learning:

Frequency and Practices

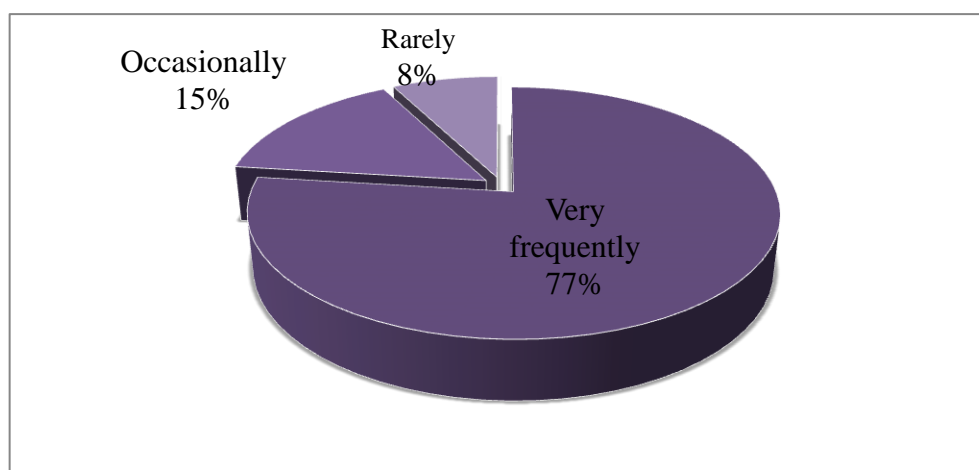


Figure 2.16: Encouraging EFL Student Use of Dictionaries for Vocabulary Learning: Frequency and Practices

The findings reveal the extent to which teachers encourage their students to use dictionaries for vocabulary learning. A significant majority of teachers (76.9%) reported encouraging dictionary use very frequently, demonstrating a strong emphasis on this practice. This indicates their belief in the effectiveness of dictionaries as valuable tools for vocabulary expansion. Additionally, a portion of teachers (15.4%) mentioned encouraging dictionary use occasionally, implying a more balanced approach. A smaller proportion (7.7%) reported rare encouragement, suggesting a less frequent emphasis on dictionary utilization. Notably, none of the teachers reported ever encouraging dictionary use, underscoring the overall recognition of dictionaries' importance in supporting vocabulary development. These results shed light on the range of practices employed by teachers in promoting dictionary use and highlight the significance of their role in facilitating effective vocabulary learning.

Question 06: Which types of dictionaries do you recommend or guide for your students?

| Options | Participants | Percentage |
|--------------------------|--------------|-------------|
| Online dictionaries | 2 | 15.4% |
| Printed dictionaries | 5 | 38.5% |
| Bilingual dictionaries | 1 | 7.7% |
| Monolingual dictionaries | 0 | 0% |
| Mobile dictionary apps | 5 | 38.5% |
| Total | 13 | 100% |

Table 2.17: Recommendations and Guidance on Types of Dictionaries for (EFL) Students: Teachers' Perspectives

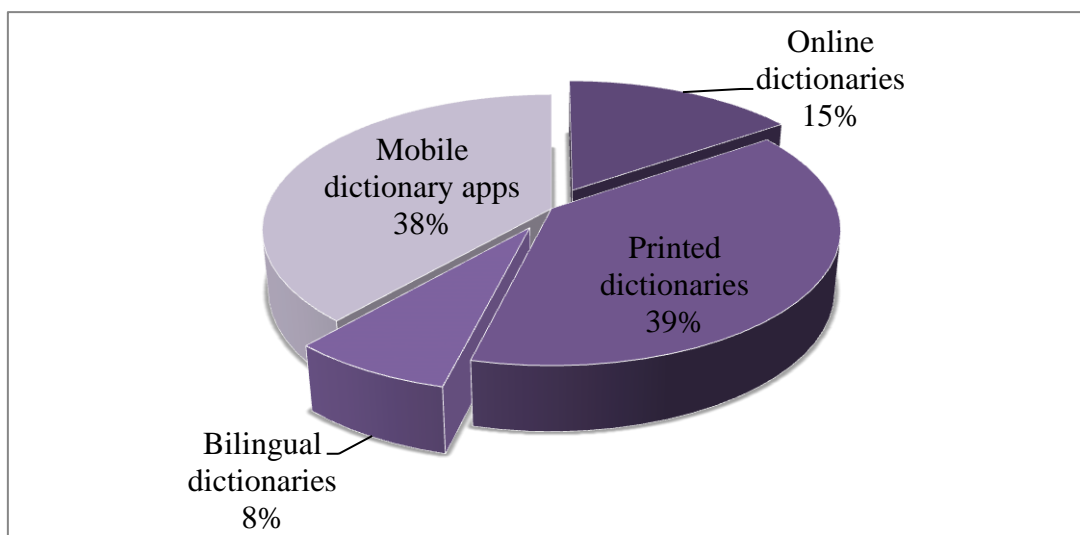


Figure 2.17: Recommendations and Guidance on Types of Dictionaries for (EFL) Students: Teachers' Perspectives

The findings indicate that teachers recommend and provide guidance on various types of dictionaries to their students. The majority (38.5%) suggest printed dictionaries, highlighting their continued relevance in the classroom. Online dictionaries (15.4%) and mobile dictionary apps (38.5%) are also recommended, showcasing the growing popularity of digital resources. Bilingual dictionaries receive moderate endorsement (7.7%), while no specific mention of monolingual dictionaries was reported. These results emphasize the diverse range of dictionary types recommended by teachers, reflecting their awareness of students' varying needs and preferences in vocabulary learning.

Question 07: What challenges or difficulties do you observe your students facing when using dictionaries for vocabulary learning?

| Options | Participants | Percentage |
|--|--------------|-------------|
| Difficulty in finding the correct word | 0 | 0% |
| Difficulty in understanding definitions and explanations | 9 | 69.2% |
| Overwhelmed by the amount of information | 1 | 7.7% |
| Lack of understanding of abbreviations and symbols | 0 | 0% |
| Difficulty in pronouncing words correctly | 3 | 23.1% |
| Total | 13 | 100% |

Table 2.18: Difficulties in (EFL) Students' Use of Dictionaries for Vocabulary Learning

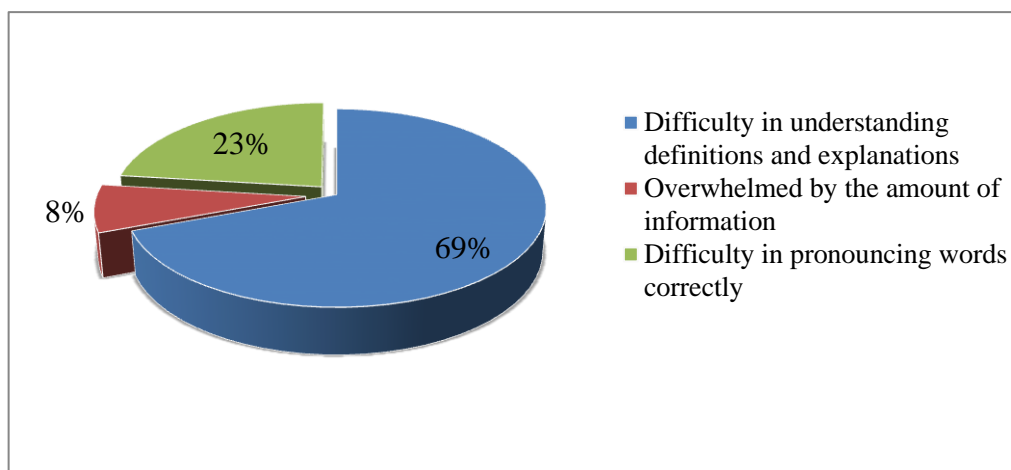


Figure 2.18: Difficulties in (EFL) Students' Use of Dictionaries for Vocabulary Learning

The table and the figure represent difficulties in (EFL) students' use of dictionaries for vocabulary learning. The results indicate that teachers have observed certain challenges and difficulties that students face when using dictionaries for vocabulary learning. The most commonly reported difficulty is understanding definitions and explanations, with a significant majority of respondents (69.2%) highlighting this issue. This suggests that students may struggle with comprehending the meanings and explanations provided in the dictionary entries. Another notable difficulty mentioned by a smaller percentage of teachers is the overwhelming amount of information found in dictionaries (7.7%). This indicates that some students may feel burdened or unsure about how to navigate through the extensive content available in dictionaries. Pronunciation also emerged as a challenge, with 23.1% of respondents noting that students have difficulty correctly pronouncing words. These findings highlight the importance of addressing these specific challenges and providing appropriate support to students to enhance their dictionary skills and overcome these difficulties in vocabulary learning.

Question 08: How do you incorporate dictionary use in your vocabulary instruction?

| Options | Participants | Percentage |
|---|--------------|-------------|
| Providing dictionary exercises or activities | 1 | 7.7% |
| Teaching students how to use dictionaries effectively | 5 | 38.5% |
| Encouraging independent dictionary use during class activities or assignments | 7 | 53.8% |
| Integrating dictionary skills into lesson plans | 0 | 0% |
| Total | 13 | 100% |

Table 2.19: Exploring the Integration of Dictionary Use in Vocabulary Instruction

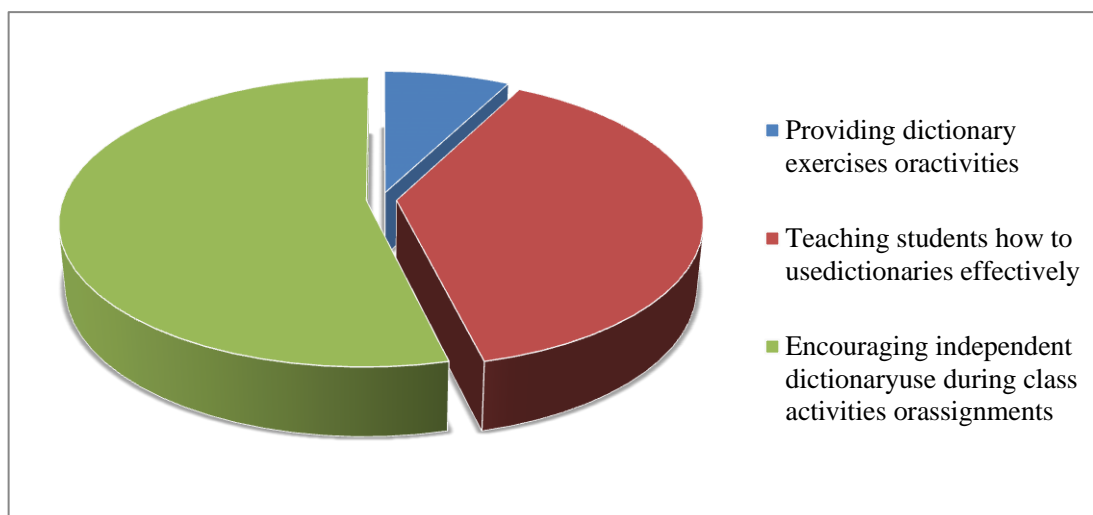


Figure 2.19: Exploring the Integration of Dictionary Use in Vocabulary Instruction

The table and the figure represent the integration of dictionary use in vocabulary instruction. The results indicate that teachers incorporate dictionary use in their vocabulary instruction through various strategies. Approximately 7.7% of teachers provide specific dictionary exercises or activities, while 38.5% focus on teaching students how to use dictionaries effectively. The majority of teachers (53.8%) encourage independent dictionary use during class activities or assignments. However, integrating dictionary skills into lesson plans was not mentioned by any respondents. These findings highlight the diverse approaches employed by teachers to promote dictionary use in vocabulary instruction.

Question 09: Do you believe it is important to teach students specific strategies for effective dictionary use?

| Options | Participants | Percentage |
|--------------|--------------|-------------|
| Yes | 10 | 76.9% |
| No | 3 | 23.1% |
| Total | 13 | 100% |

Table 2.20: The Importance of Teaching Students Strategies for Effective Dictionary Use

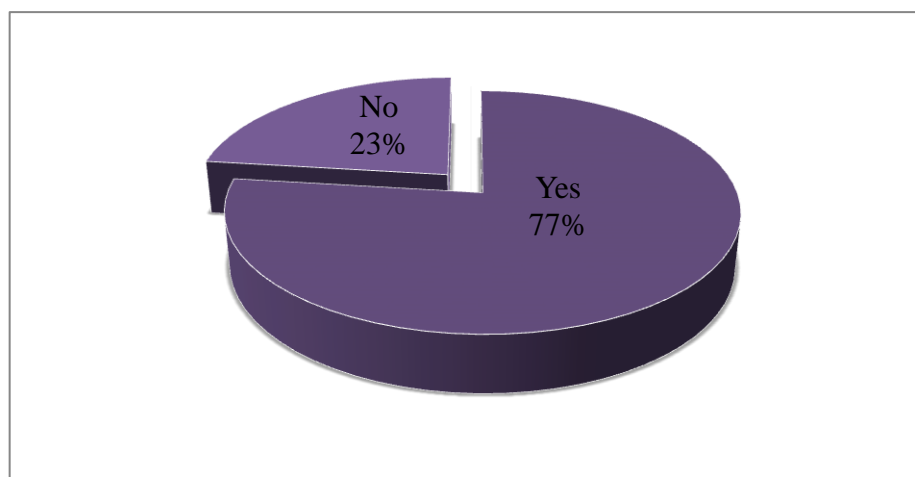


Figure 2.20: The Importance of Teaching Students Strategies for Effective Dictionary Use

The table and the figure represent the importance of teaching students strategies for effective dictionary use. The study explored teachers' beliefs regarding the importance of teaching students specific strategies for effective dictionary use. The results indicate that a significant majority of respondents, accounting for 76.9%, hold the belief that it is crucial to provide students with explicit instruction on effective dictionary utilization. This suggests that these teachers recognize the value and benefits that can be gained from equipping students with the necessary skills to maximize their dictionary usage. However, it is worth noting that a minority of participants, representing 23.1%, do not share the same perspective and do not consider teaching specific strategies for dictionary use as important. These findings shed light on the varying viewpoints among teachers regarding the significance of incorporating explicit instruction on dictionary skills in vocabulary teaching.

Question 10: If you answered "Yes" to the previous question, which strategies do you find most effective?

Responses from the teachers shed light on the strategies they find most effective for dictionary use in vocabulary instruction. A significant majority of respondents (77%) mentioned specific strategies they believe are effective. These strategies include using new words from the dictionary in sentences, looking for the first letter of the word, and incorporating group exercises that encourage the use of printed dictionaries for subconscious and enjoyable word exchange. Additionally, one respondent highlighted the significance of demonstrating how to find the desired word, including understanding its word class and employing guessing techniques for determining its meaning. These findings emphasize the value of incorporating a range of strategies to facilitate effective dictionary use in supporting vocabulary learning.

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Question 11: How confident do you feel in guiding students on effective dictionary use for vocabulary learning?

| Options | Participants | Percentage |
|----------------------|--------------|-------------|
| Very confident | 6 | 46.2% |
| Somewhat confident | 4 | 30.8% |
| Neutral | 3 | 23.1% |
| Not very confident | 0 | 0% |
| Not confident at all | 0 | 0% |
| Total | 13 | 100% |

Table 2.21: EFLTeachers' Confidence in Guiding Effective Dictionary Use

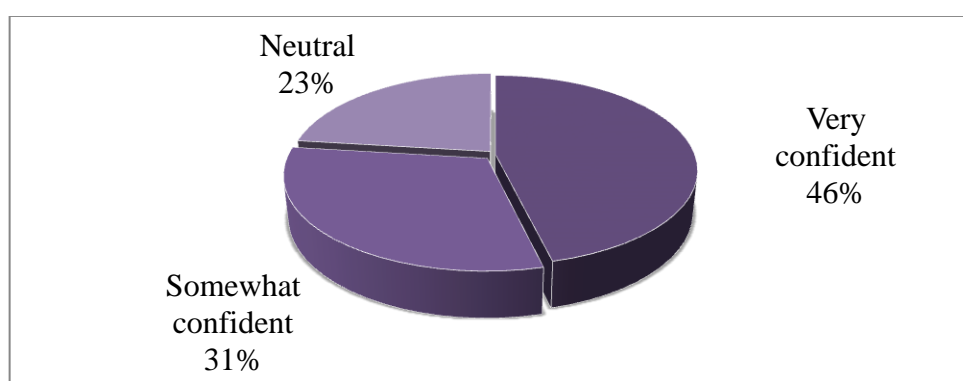


Figure 2.21: EFLTeachers' Confidence in Guiding Effective Dictionary Use

The table and the figure represent EFL teachers' confidence in guiding effective dictionary use. According to the results, the majority of teachers (46.2%) reported feeling very confident in their ability to guide students on effective dictionary use for vocabulary learning. A significant proportion of teachers (30.8%) expressed a somewhat confident level, while 23.1% maintained a neutral stance. Notably, no teachers indicated low confidence levels. These findings highlight the overall positive attitude and confidence among teachers in supporting students with dictionary skills for enhancing their vocabulary.

Question 12: What additional support or resources would you find helpful in teaching students how to effectively use dictionaries for vocabulary learning?

Survey results indicate that the majority of teachers (92%) mentioned specific resources they find helpful in teaching students how to effectively use dictionaries for vocabulary learning. These resources include learning by heart new words, text study, engaging in games and competitions, searching for synonyms, repetition of new words, implementing new words into different contexts, using different types of dictionaries, leveraging technology for enhanced learning experiences, and utilizing worksheets, cards, pictures, and crossword games. These findings highlight teachers' recognition of the importance of providing

additional support and diverse resources to facilitate students' effective use of dictionaries in their vocabulary learning journey.

2.6. Discussion of the Results

The results obtained from the questionnaires provide valuable insights into the effectiveness of using dictionaries on EFL students' vocabulary memorization, it explored various aspects of dictionary use in vocabulary instruction among EFL teachers. The findings reveal a positive perception among both students and teachers regarding the importance and value of dictionaries in language learning.

Students expressed a preference for electronic or mobile dictionary apps due to their convenience and accessibility. This aligns with the recognition of dictionaries as valuable resources actively utilized by students in their vocabulary-learning process. The core purpose of seeking word meanings and definitions was identified, along with additional purposes such as exploring word origins, finding examples, and improving pronunciation. The results indicate that dictionaries serve multiple functions in supporting vocabulary acquisition.

Regarding search strategies, the alphabetical search was the most common approach among students, while other strategies like word category and definition search were also mentioned. These findings highlight the need to familiarize students with various search strategies to optimize dictionary use. Although most students reported no difficulties, a minority did indicate challenges, suggesting the importance of further support and guidance.

Teachers also recognized the significance of dictionaries in vocabulary enhancement and displayed a proactive approach to professional development. They recommended a range of dictionaries, including printed dictionaries, online dictionaries, and mobile dictionary apps. Monolingual dictionaries were not specifically mentioned, indicating a potential lower priority.

Teachers identified challenges faced by students when using dictionaries, such as understanding definitions, pronunciation, and information overload. To address these challenges, teachers employed strategies that focused on teaching effective dictionary use, promoting independent use, and incorporating dictionary-related exercises and activities.

Overall, the results highlight the positive impact of dictionaries on vocabulary memorization and the need to integrate dictionary skills and strategies into language instruction. The findings emphasize the role of teachers in guiding students and tailoring recommendations to meet individual needs. By leveraging dictionaries effectively, students can expand their vocabulary knowledge and improve their language proficiency. These

insights contribute to our understanding of effective vocabulary instruction and provide valuable guidance for teachers in incorporating dictionaries into their teaching practices.

2.7. Summary of the Findings

Based on the findings obtained from the questionnaires administered to both the students and teachers at Msila University, the study reveals several significant results.

Regarding the students' perspective, it was observed that females exhibited more interest in using dictionaries compared to males. The overall perception of EFL students towards dictionaries was positive, recognizing them as essential tools in language learning. Students actively utilized dictionaries with a high frequency to expand their vocabulary. The majority of participants preferred electronic or mobile dictionary apps due to their convenience and comprehensive features. It was also noted that most students did not face difficulties when using dictionaries, indicating their user-friendliness. The primary purposes for dictionary use included seeking word meanings and definitions, exploring word origins, finding example sentences, discovering synonyms and antonyms, determining the part of speech, and improving pronunciation. Alphabetical search emerged as the most commonly used search strategy, followed by word category, word form, and definition or meaning. In addition, participants employed strategies such as learning new vocabulary by heart, and they expressed a keen interest in receiving guidance or training on effective dictionary use to enhance their vocabulary learning.

Turning to the teachers' perspectives, it was found that dictionaries were highly regarded as effective tools for enhancing EFL students' vocabulary. While printed dictionaries maintained their popularity, online dictionaries, and mobile apps were gaining traction among teachers. The challenges faced by students in using dictionaries were identified as difficulties in understanding definitions, pronunciation, and feeling overwhelmed by the amount of information. In response, teachers employed various strategies, such as teaching effective dictionary use and encouraging independent usage. The importance of professional development in vocabulary instruction and dictionary use was also acknowledged by the teachers.

These findings collectively emphasize the positive perception of dictionaries among students and teachers, highlighting their significance in vocabulary learning. The preference for electronic or mobile dictionary apps suggests the need for integrating digital resources into language learning practices. The challenges identified underscore the importance of providing guidance and support to students to overcome potential difficulties. The interest expressed by

students in receiving training aligns with the teachers' recognition of the importance of professional development in this domain.

In conclusion, the study provides valuable insights into the attitudes and practices of both students and teachers regarding dictionary use in vocabulary instruction. These findings have implications for language teaching and emphasize the need for effective training, integration of digital resources, and continued professional development to optimize vocabulary learning outcomes.

2.8. Pedagogical Implications

The research findings from both the students and teachers have significant pedagogical implications for language teaching and learning. By combining the pedagogical implications from both perspectives, the following recommendations can be made:

Firstly, teachers must raise awareness among students about the significance of dictionaries as essential tools in language learning. This can be achieved by emphasizing the role of dictionaries in expanding vocabulary knowledge and encouraging students to integrate dictionary use into their language learning routine.

Secondly, teachers should guide students in selecting the appropriate dictionary types based on their preferences and learning needs. This involves introducing students to a range of dictionaries, including electronic and printed versions, and helping them understand the advantages and features of each type.

Thirdly, explicit instruction on dictionary skills and strategies is essential. Teachers can guide effective search strategies such as alphabetical search, word category search, and using definitions or meanings. By teaching students how to navigate and utilize dictionaries efficiently, teachers empower them to independently expand their vocabulary.

Moreover, teachers should be attentive to students facing difficulties with dictionary use and provide additional support. By addressing common challenges and offering guidance, teachers can ensure that all students can effectively leverage dictionaries to enhance their vocabulary learning.

Incorporating dictionary-based activities into lessons can also be beneficial. Teachers can design activities that encourage students to actively engage with dictionaries, such as vocabulary expansion exercises or word exploration tasks. This reinforces the importance of dictionaries and provides practical opportunities for students to apply their dictionary skills.

Furthermore, teachers should recognize the individualized nature of vocabulary learning and cater to the unique needs and preferences of their students. By understanding their

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students' skills and attitudes, teachers can guide them toward the appropriate types of dictionaries that suit their learning styles.

Additionally, the integration of digital resources, such as online dictionaries and mobile dictionary apps, can enhance vocabulary instruction. Teachers should dedicate time to teach students how to effectively utilize electronic dictionaries, including features like improving pronunciation and accessing a wide range of resources.

Promoting the use of monolingual dictionaries should also be encouraged. Teachers can provide practical strategies for effective dictionary use, such as finding the correct word, understanding definitions, and navigating abbreviations and symbols. By training students to consult monolingual dictionaries, they can develop a deeper understanding of vocabulary and expand their language skills.

Furthermore, vocabulary application should be emphasized to enhance vocabulary retention. Teachers can encourage students to actively use newly learned words in sentences and various contexts. Incorporating exercises that require the use of dictionaries can reinforce the importance of dictionary consultation in everyday life and promote vocabulary acquisition.

Lastly, continuous professional development plays a crucial role in supporting effective vocabulary instruction and dictionary use. Teachers should receive training and professional development on vocabulary strategies and the effective use of dictionaries. This will enhance their confidence and competence in guiding students in utilizing dictionaries for vocabulary learning.

Overall, these pedagogical implications highlight the importance of understanding students' needs, integrating diverse resources, providing comprehensive dictionary training, promoting vocabulary application, and fostering continuous professional development. By implementing these strategies, teachers can create an engaging and effective learning environment that enhances vocabulary learning and fosters students' language proficiency in the EFL classroom.

Conclusion

In conclusion, the comprehensive analysis of both students' and teachers' questionnaires in the practical part of this research provides valuable insights into the use of dictionaries for vocabulary learning in the EFL context. The findings highlight the positive impact of dictionaries on vocabulary enhancement, as well as the challenges and difficulties students may face. Moreover, the results shed light on the strategies, resources, and professional development needs identified by teachers. Overall, this research underscores the importance of integrating dictionaries effectively into pedagogical practices, tailoring instruction to individual students' needs, and continuously developing teachers' skills in guiding students on dictionary use. By considering these findings, educators can optimize vocabulary instruction and create an engaging learning environment that fosters students' language development and proficiency.

GENERAL CONCLUSION

GENERAL CONCLUSION

General conclusion

Using dictionaries as a tool for vocabulary memorization has proven to be highly effective in language learning. This study adopted an exploratory method focusing on the effectiveness of dictionaries for vocabulary acquisition. A questionnaire was administered to EFL students and teachers at Msila University to gather their perceptions and experiences.

Through data analysis and discussion of the findings, Research assumptions were logically and practically confirmed. The first assumption emphasized the active and comprehensive use of dictionaries as enhancing the effectiveness of vocabulary learning for EFL learners. The second assumption highlighted the challenges faced by learners in selecting appropriate dictionaries, interpreting word definitions accurately, and integrating new vocabulary efficiently. The third assumption emphasized the significance of active dictionary strategies, such as analyzing example sentences, attending to word collocations, and utilizing pronunciation guides, in contributing to more effective vocabulary learning for EFL learners.

The practical part of the research provided valuable insights into the perceptions and practices of both students and teachers regarding dictionary use. These insights further reinforced the importance of tailored instruction, integrating digital resources, and promoting effective dictionary-use strategies in language learning classrooms.

The pedagogical implications drawn from this study suggest the need for ongoing professional development for teachers to enhance their guidance on dictionary use. By implementing these implications, educators can create a supportive learning environment that empowers students to enhance their vocabulary skills and foster their language proficiency in the EFL classroom.

In conclusion, the findings of this study highlight the significant role of dictionaries in vocabulary learning and provide practical recommendations for pedagogical practice. By recognizing the effectiveness of dictionaries, addressing the challenges faced by learners, and promoting active dictionary strategies, educators can optimize vocabulary acquisition and facilitate language learning among EFL students.

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APPENDICES

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Appendix 1: Student's Questionnaire

Dear students,

Thank you for taking the time to participate in this questionnaire. Your responses will greatly contribute to our understanding of the effectiveness of using dictionaries for vocabulary memorization. Please answer the following questions sincerely:

Section One: General information

1. Specify your gender

-Male

- Female

Section Two: The Effectiveness of Using Dictionaries for Vocabulary Memorization

2. How effective do you believe using a dictionary is for improving your vocabulary?

1 - Not effective at all

2 - Slightly effective

3 - Moderately effective

4 - Very effective

5 - Extremely effective

3. How frequently do you use a dictionary to learn and understand new English words?

a) Very frequently

b) Occasionally

c) Rarely

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d) Never

4. What types of dictionaries do you prefer to use? (Select)

a) Online dictionaries

b) Printed dictionaries

c) Bilingual dictionaries

d) Monolingual dictionaries

e) Mobile dictionary apps

5. Do you face any difficulties using dictionaries?

a- Yes

b- No

6. When you use a dictionary, what are you usually looking for?

a) Spelling

b) Meaning/Definition

c) Word origin or etymology

d) Examples sentences

e) Synonyms and antonyms

f) Part of speech

g) Pronunciation

7. How do you typically search for a word in a dictionary?

a) Alphabetical search

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b) Search by word category (noun, verb, adjective)

c) Search by word form (singular, plural, past tense)

d) Search by definition or meaning

8. Which dictionary features do you find most useful? (Select)

a) Examples sentences

b) Synonyms and antonyms

c) Part of speech

d) Pronunciation guide

e) Word origin or etymology

9. Have you ever utilized specific strategies to enhance your vocabulary learning using a dictionary?

a) Yes

b) No

10. If you answered "Yes" to the previous question, please specify the strategies you have used.

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11. How confident are you in using a dictionary to enhance your vocabulary learning?

a) Very confident

b) Somewhat confident

c) Neutral

d) Not very confident

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e) Not confident at all

12. Would you be interested in receiving guidance or training on effective dictionary use to enhance vocabulary learning?

a) Yes

b) No

Thank you for your participation! Your feedback is greatly appreciated.

Appendix 2: teacher's Questionnaire

Dear teachers,

Thank you for taking the time to participate in this questionnaire. Your input is valuable in understanding the effectiveness of using dictionaries for EFL students' vocabulary memorization. Please answer the following questions sincerely:

Section One: General Information

1. Gender:

a) Male

b) Female

Section Two: Teaching Experience

2. How many years of experience do you have in teaching English as a foreign language (EFL)?

a) 0-5 years

b) 6-10 years

c) 11-15 years

d) More than 15 years

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3. Have you received any training or professional development related to vocabulary instruction and the use of dictionaries?

a) Yes

b) No

Section Three: The Effectiveness of Using Dictionaries for Vocabulary Memorization

4. In your opinion, how effective are dictionaries in helping EFL students enhance their vocabulary?

a) Highly effective

b) Moderately effective

c) Somewhat effective

d) Not very effective

e) Not effective at all

5. How often do you encourage your students to use dictionaries for vocabulary learning?

a) Very frequently

b) Occasionally

c) Rarely

d) Never

6. Which types of dictionaries do you recommend or guide for your students?

a) Online dictionaries

b) Printed dictionaries

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c) Bilingual dictionaries

d) Monolingual dictionaries

e) Mobile dictionary apps

7. What challenges or difficulties do you observe your students encountering when using dictionaries for vocabulary learning?

a) Difficulty in finding the correct word

b) Difficulty in understanding definitions and explanations

c) Overwhelmed by the amount of information

d) Lack of understanding of abbreviations and symbols

e) Difficulty in pronouncing words correctly

8. How do you incorporate dictionary use in your vocabulary instruction?

a) Providing dictionary exercises or activities

b) Teaching students how to use dictionaries effectively

c) Encouraging independent dictionary use during class activities or assignments

d) Integrating dictionary skills into lesson plans

9. Do you believe it is important to teach students specific strategies for effective dictionary use?

a) Yes

b) No

10. If you answered "Yes" to the previous question, which strategy do you find most effective?

.....

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11. How confident do you feel in guiding students on effective dictionary use for vocabulary learning?

a) Very confident

b) Somewhat confident

c) Neutral

d) Not very confident

e) Not confident at all

12. What additional support or resources do you find helpful in teaching students how effectively use dictionaries for vocabulary learning?

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Thank you for your participation! Your insights are greatly appreciated.

ملخص

تبحث هذه الرسالة في فعالية استخدام القواميس في حفظ المفردات بين طلاب اللغة الإنجليزية كلغة أجنبية. تعتبر القواميس أدوات حيوية في تعلم اللغة ، حيث تزود المتعلمين بمعلومات قيمة حول الكلمات ومعانيها .ومع ذلك ، فإن مدى فعاليتها في اكتساب المفردات هو موضوع نقاش مستمر .تهدف هذه الدراسة إلى معالجة هذه الفجوة البحثية من خلال دراسة تأثير استخدام القاموس على تعلم مفردات طلاب اللغة الإنجليزية كلغة أجنبية .تتبنى الدراسة منهج بحث استكشافي وصفي جزئي .تم إجراء استبيان لجمع البيانات من 25 طالبًا من طلاب اللغة الإنجليزية كلغة أجنبية و 13 مدرسًا في جامعة المسيلة .يركز البحث على جوانب مختلفة ، بما في ذلك فوائد وتحديات استخدام القواميس ، والاستراتيجيات المختلفة للاستخدام الفعال للقاموس ، ودور التعليم المعتمد على القاموس في تعزيز اكتساب المفردات .تؤكد نتائج الدراسة فرضيات البحث وتلقي الضوء على الأثر الإيجابي لاستخدام القاموس النشط والشامل على تعلم المفردات .على وجه التحديد ، تحدد الدراسة التحديات المشتركة التي يواجهها المتعلمون ، مثل اختيار القواميس المناسبة ، وتفسير تعريفات الكلمات بدقة ، ودمج المفردات الجديدة في استخدام اللغة .علاوة على ذلك ، يؤكد البحث على أهمية استراتيجيات القاموس النشط ، مثل تحليل أمثلة الجمل ، والانتباه إلى جميع الكلمات ، واستخدام أدلة النطق ، لتعلم المفردات بشكل فعال . بالإضافة إلى ذلك ، يوفر الجزء العملي من البحث رؤى قيمة حول تصورات وممارسات كل من الطلاب والمعلمين فيما يتعلق باستخدام القاموس .تسلط هذه النتائج الضوء على أهمية التدريس المخصص ، وتكامل الموارد الرقمية ، وتعزيز استراتيجيات استخدام القاموس الفعال في الفصول الدراسية لتعلم اللغة .بشكل عام ، يساهم هذا البحث في فهم أفضل لدور القواميس في تعلم المفردات ويقدم توصيات عملية لتعزيز اكتساب المفردات بين متعلمي اللغة الإنجليزية كلغة أجنبية .من خلال مواجهة تحديات المتعلمين وتعزيز استراتيجيات القاموس النشطة ، يمكن للمعلمين تعزيز الكفاءة اللغوية وتمكين الطلاب في رحلة تطوير المفردات الخاصة بهم .