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EFL Learners' Perceptions and Practices towards the Use of Dictionaries
Inside and Outside the Classroom

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 Degree of Master**

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DECLARATION

We hereby declare that the dissertation entitled: **EFL Learners' Perceptions and Practices towards Dictionary Use Inside and Outside the Classroom The case of Second- Year University of Msila** is our own work and all resources that we have used and quoted from have been indicated by means of complete references.

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Date

DEDICATION

To all the beautiful souls I have coincidentally met

To all those who have tried to open a wide inspiration gate

To all the ones who have never been late

This humble work I dedicate

Siham

I dedicate this work to my parents, Ahmed and Fatna

To my sisters Sara and Soundous

To my brothers Ayoub, Mohamed, Anes and Oussama

To the love of my life, my husband Adel Aissaoui

Chaima

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ABSTRACT

Dictionaries are essential tools for learning a foreign language because they provide learners with vital information in all aspects of language, such as phonology, morphology, syntactic, semantics, and etymology. In this sense, the current study investigates learners' perceptions, and practices towards using dictionaries inside and outside the classroom. Moreover, it sheds light on dictionary use strategies and provides teachers with information about students' interests and choices of dictionaries. In order to achieve these objectives, a questionnaire is distributed to 86 second-year LMD students at Msila university. The results of this survey reveal that learners have positive attitudes towards the use of dictionaries. Furthermore, dictionaries can be an effective tool for enhancing language learning vocabulary and learners' proficiency. According to the findings, monolingual and electronic dictionaries are the most popular and widely used types. Also, learners' answers show that they mostly use dictionaries in translation and reading, regardless of other activities. In addition, most students use dictionaries to check the meaning of words while neglecting other language aspects. According to this research, EFL teachers should provide continuous training on dictionary use in learning English as a foreign language.

Key words :Learning English as a foreign language, electronic dictionaries, monolingual dictionaries .

LIST OF ABBREVIATIONS AND ACRONYMS

BD: Bilingual Dictionary

CCELD : Collins COBUILD English Language Dictionary

ED : Electronic Dictionary

EFL English as a Foreign Language

ICT : Information and Communications Technology

L1 : The First Language

L2 : The Second Language

LDOCE : Longman Dictionary of Contemporary English

MD : Monolingual Dictionary

OALD : Oxford Advanced Learner's Dictionary

PED : Pocket Electronic Dictionary

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**GENERAL
INTRODUCTION**

1. Background of the Study

In their endeavour to acquire English as a foreign language, EFL learners are interested in learning new vocabulary for several reasons. Some researchers like Thornbury (2002) and Marco (2010) claim that the role of vocabulary was given less attention in the past. However, recently it has been seen as the core of language learning and teaching.

Without words to represent a greater range of meanings, communication in the second language cannot happen in a meaningful way. Limited vocabulary is an obstacle that prevents students from acquiring a foreign language (Zhihong, 2000) (as cited in Subekti & Lawson, 2007). For that reason, learners tend to depend on dictionaries as a reliable source to deal with unfamiliar words they encounter.

Dictionaries have always been selected as the most valuable tools employed by English learners to acquire new words and resolve second language barriers (Gaspari, 2007 ; Conroy, 2010 ; Garcia & Pena, 2011). In the last decades, research on dictionaries has popularly caught theorists, researchers, and educators' attention. Laufer (1990), (As cited in Hayati,2006), believes that when a word looks comprehensible but the sentence in which it is found or its broader context seems complicated, the learner should be urged to consult a dictionary.

Furthermore, Nakamura (2000) stresses that dictionaries are a great richness of information for language learners in terms of meaning, pronunciation, parts of speech, collocation, structure, and specific information such as etymology and register. According to Tseng (2009), dictionaries are trusted companions, especially for second and foreign language learners, because they allow quick and direct access to the definition of unfamiliar words.

Despite the importance of a dictionary for EFL students, research into the dictionary use uncovers that they were only a few tentative studies before the 1980s (Nesi, 2014). Furthermore, research on dictionary practices, preferences and attitudes was not given

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significant attention. However, research over the last two years shows a developing interest in the dictionary user (Lew, 2011; Garcia, 2011; Chen, 2011). According to (Hartmann & James, 1998), one of the significant advances in lexicography is focusing on the user perspective. Therefore, lexicography now has a new trend as it focuses mainly on dictionary users and seeks to know who uses dictionaries and for what purpose (Hartmann,1999a).

Moreover, Nesi (2014) argues that research on dictionary use has been characterized by small-scale research conducted in various contexts rather than large-scale studies that focus on preferences, attitudes and choice of dictionary use. Since there is a requirement for a large-scale study, the current research aims to connect these gaps by shedding light on learners' views, practices, and preferences toward using dictionaries in EFL classes.

2. Statement of the problem

As a crucial source to enhance self-learning and facilitate teaching, dictionaries are essential to empowering language students' abilities and skills and giving the correct meaning of some vocabulary items. Recent research on dictionaries reveals that EFL learners might face obstacles when they use dictionaries, and most of them are inefficient dictionary users. Even though dictionaries are frequently regarded as fundamental elements in the learning process, learners still require a better knowledge of how to use these tools effectively. Thus, techniques of employing dictionaries need to be familiar to all.

In addition, many learners complain about the confusion and annoyance of consulting a dictionary, and most of them are unsure what kind of dictionaries are appropriate for their proficiency levels and purposes, what type of dictionaries could benefit their learning, when and how they should look up a word in a dictionary, and which definition gives the accurate meaning. In addition, when consulting a dictionary, they ignore the other words' features and focus only on the primary meaning of items. Hence, vocabulary errors can be found in their language. Some statistics on output tasks show that dictionaries are not used as intended by

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their creators, and even students who know the value of dictionaries do not always think about it. They may not consistently demonstrate this understanding in their practice.

The field of lexicography requires a deep understanding of dictionaries, the different activities, and the types of information looked up, all of which may assist learners in comprehending why dictionary-user is not always effective. As a result, this current study arises as a response to a call for more research on these subjects.

3. Research Questions

This current study seeks to answer the followings questions :

Q1 : What are the students' attitudes and perceptions towards the use of dictionaries in learning English ?

Q2 : Why and where do learners use dictionaries ?

Q3 : In which type of activities do students mostly use dictionaries ?

Q4 : What type of dictionary is mainly favoured by second-year Msila university Students ?

Q5 : Why are EFL learners ineffective dictionary users ?

4. Research Assumptions

In this study researchers would assume the following :

1 : Students would have positive attitudes towards using dictionaries inside and outside the classroom.

2 : Students mostly use a dictionary to check the meaning. They use dictionaries inside and outside the classroom.

3 : Students use dictionaries mostly in translation and reading.

4 : Electronic and monolingual dictionaries are the most favoured and used by students compared to printed and bilingual dictionaries.

5 : EFL learners are unaware of all the dictionary uses.

5. Aims of the Study

General Introduction

This study investigates learners' practices and perceptions regarding the use of dictionaries in EFL classes. Additionally, it sheds light on the significance of dictionaries as an enhancing tool for language learning. Finally, it explores the learners' choices and preferences regarding a particular kind of dictionary.

6. Significance of the Study

This study is significant for many reasons. First, it presents some benefits to English learning and teaching because its findings look into the use of dictionaries to aid in language learning and teaching. Also, it is an attempt to help teachers learn more about their students' vocabulary learning strategies and interests. Moreover, it assists in determining EFL learners' perceptions of dictionary consultation and use. Finally, this study attempts to establish a platform for other studies, which may motivate other researchers to conduct further research in the same scope.

7. Literature Review

In the field of vocabulary acquisition and learning, the importance of providing learners with clear guidelines to enhance their lexical acquisition process has demonstrated dictionaries as a crucial learning tool (Oxford, 1990). In the last thirty years, different studies have been conducted to investigate the effective use of dictionaries and different information about teachers, translators, and general foreign language learners (Hartmann, 1987).

Dictionaries are publications containing alphabetical listings of words with descriptions of their meanings (Landau, 1984). According to Nesi(2014)dictionary, use is a source for obtaining information about a given item. Dictionary use research focuses on five themes : learners' ' preferences and attitudes, the impact of dictionaries on text comprehension, the impact of dictionaries on text output, and the role of dictionaries as an educational tool.

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Hence, these themes have become an inseparable part of some previous literature in the field. Bejoint (1981) conducts a study on the usage of monolingual English by French EFL students. Only 17% of participants have chosen the bilingual dictionary. A similar study by Tomaszczyk (1979) on Polish students shows that most prefer bilingual dictionaries despite learners' satisfaction with monolingual dictionaries. Another study by Schmitt (1997) assesses Japanese EFL learners' perceptions of the usage of bilingual and monolingual dictionaries and illustrates that bilingual dictionaries are favoured by 85% of respondents, while monolingual dictionaries are preferred by 15%.

Moreover, Battenburg (1991) demonstrates that most people have used bilingual dictionaries, whereas just a few learners have used native speaker dictionaries. Ryu's (2006) research also shows that bilingual dictionaries are preferred over monolingual dictionaries. Ali's (2012) research on monolingual dictionaries in an EFL environment demonstrates that many students do so. Hamouda (2013) similarly concludes that bilingual dictionaries have been selected by most respondents (91%) over other types. Saudi EFL students recognized the English-Arabic bilingual dictionary as the most valuable and often used dictionary form.

Research by Nation (2003) on vocabulary development illustrates that learners can easily use a monolingual dictionary. If they know at least 2000 words in the language. Students do not attain this until they have studied the language for 5-6 years. As a result, studies on dictionaries demonstrate that most students prefer bilingual dictionaries, whereas those learners who master a high level of proficiency in language prefer monolingual Dictionaries.

Due to the developments in computer-mediated technologies, electronic dictionaries (electronic pocket dictionaries/online or internet-based dictionaries/dictionaries on CD-ROMs) are preferred by most L2 learners to paper dictionaries. Consequently, printed dictionaries have diminished as technological growth has increased. English language learners

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in classrooms have embraced electronic devices, according to studies undertaken in the last 20 years on e-dictionaries vs printed dictionaries (Al-Jarf, 1999 ; Tang, 1997).

Based on Bower and McMillan's (2006) study, 96 % of students possess electronic dictionaries, 90% use electronic dictionaries for reading and writing 53 % with a reading rate of 37. The usage of electronic dictionaries for studying other languages is gaining popularity. As a result, students are increasingly using electronic dictionaries for EFL purposes.

Therefore, studies directed to look into learners' perceptions and attitudes towards using electronic dictionaries reveal that learners have a good attitude towards using them in educational settings, claiming they are helpful and convenient. Wechsler (2000) finds that the average lookup time for ten items using a paper dictionary takes 168 seconds (i.e., about 17 seconds per word), whereas using an electronic dictionary takes only 16 seconds (i.e., approximately 17 seconds per word). It takes 130 seconds (about 13 seconds per word). In short, electronic dictionaries save learners time.

Another result of dictionary research is that L2 learners do not know how to use dictionaries successfully and that most learners have not had any dictionary skills instruction. According to Ali (2012), most pupils stated that they had never been taught how to use a dictionary. 70 % of students said they could not use dictionaries successfully, while 54 % said they required instruction to use dictionaries. Chan (2005), who Investigates the everyday use of dictionaries in English majors of colleges in Hong Kong, also contends that students' vocabulary skills were often insufficient to understand what was being taught in class.

Tseng (2009) clearly states that students do not know how to use dictionaries properly. In a polysemous entry, pupils may have difficulties selecting an appropriate meaning or meanings that were not appropriate because they miss identified the grammatical class of the looked-up terms, resulting in an erroneous word entry. The analysis of lookup errors studies may demonstrate that pupils lack experience with dictionaries or indicate their lack of

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motivation. Teachers can provide efficient training to students in dictionaries based on the errors students make and the challenges they encounter when consulting dictionaries. As a result, dictionary skills training is deemed crucial because EFL learners may be unable to utilize dictionaries well without explicit teaching.

According to Hamouda (2013), most L2 learners, including advanced learners rely on dictionaries ; L2 learners most frequently use dictionaries for lexical meaning ; learners primarily use dictionaries for written tasks, and L2 learners use bilinguals more widely than non-bilingual dictionaries. The higher-level students use monolingual dictionaries more frequently than lower-level students. Also, many L2 learners prefer to use electronic dictionaries.

A few studies have examined L2 dictionaries users' perspectives and attitudes towards using dictionaries inside and outside the classroom. Hence, this study is conducted to investigate dictionary use, examine learners' usage of dictionaries, and the link between the two. That is to give an insight into dictionary types, importance, consultation strategies, and how learners integrate dictionaries in their learning process.

8. Research Methodology

8.1.Choice of the Reseach Method

This study is conducted through a descriptive exploratory method that analyses the collected data quantitatively and qualitatively and gives a deeper understanding of the research. In order to answer the research questions, a questionnaire has been designed as a preeminent research method for measuring attitudes and opinions. It addresses second-year learners at M'sila University (males/females).

8.2.Population and Sampling

This study targeted 86 second-year students of English at M'sila University during the academic year 2021/2022. They are categorized as : males and females.

8.3.Data Collection Tool

A questionnaire is chosen as the primary research tool to address the study's research questions. The researchers use a combination of closed-ended questions to acquire the essential data.

9. Structure of Dissertation

This dissertation includes two chapters. The first chapter represents the theoretical part of the study. It is concerned with the literature review related to dictionaries : use, types, and advantages. 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 the students' questionnaire. This study ends up with a general conclusion that sums up the results.

CHAPTER ONE
DICTIONARY USE AND
LANGUAGE
LEARNING

Introduction

With a growing demand for English as an international language among non-native English speakers, a strong command of the language is regarded as necessary for success in a globalized world. Learning English has become crucial for non-native English speakers as it is not just related to the school curriculum. However, it is an activity that people believe they must participate in throughout their lives, primarily through self-learning. Hence, learners must find reliable information when confronted with various situations and issues concerning English.

When an input is limited, a dictionary is a valuable resource for learning English. A dictionary offers students useful linguistic and cultural information. It is a helpful tool for language learners, particularly those learning a second or foreign language, as it provides quick and direct access to the meaning of a word or unknown term. Moreover, when teachers are unavailable, learners are mainly in charge of their education (Cubillo, 2002).

Nevertheless, Teachers and researchers consider dictionary skill training essential because EFL students may not be able to effectively use dictionaries without specific instruction (Fan, 2000 ; Su, 2003 ; Wright, 1998). Accordingly, they have to be aware that each form of the English dictionary has unique features, functions, qualities, drawbacks, and advantages, whether monolingual, bilingual, printed or electronic.

In light of this, the first chapter introduces dictionaries as an essential tool in learning English. By first giving a general overview about learning English as a foreign language, then defining lexicography and the various types of dictionaries, focusing on the main strategies students must use. Finally, this chapter ends up with the methods of teaching dictionary skills.

1.1.Learning English As a Foreign Language

Due to globalization, English is now the most widely spoken language in the world. It has become a common language because of the increasing number of those who adopt it in their educational systems. Studying (EFL) is commonly used to refer to people speaking English as a foreign language.

Learning English as a foreign language is a challenging task that assists learners in communicating freely and achieving high intellectual levels. Moreover, it connects them with various resources, including exposure to foreign cultures, job opportunities, and understanding other sciences such as English for specific needs. Its privileges are well recognized when taught using various principles, approaches, and skills.

Furthermore, learning English requires learning all the aspects of that language, including grammar, syntax, phonetics, and semantics. Among them, vocabulary is one of the language learning building blocks that has been raised as learners become more interested in the strategies of acquiring new words. Therefore, learners are urged to look for the necessary tools that help them learn and comprehend the difficult vocabulary they encounter.

Acquiring vocabulary cannot be completed without lexicography, which is the field that presents dictionaries as valuable language learning tools. According to Haumod (2006), lexicography provides the principles required for documenting a language's vocabulary. In addition, it plays a vital role in language enrichment and development. Dictionaries and lexicographers allow information to be available to language users. A dictionary's traditional primary function is to serve as a reference. According to Yong and Peng (2007), a dictionary may be designed to provide a detailed description of a dead language, such as Latin, or a selective description of a living language lexicon. Thus, dictionaries are the storehouse of a Language vocabulary.

1.2.Lexicography

The most basic definition of lexicography is that it is a scholarly field concerned with compiling, writing, or editing dictionaries. It is a subset of linguistics commonly regarded as an independent intellectual study. In linguistics, many think of lexicography as being separated into two parts. (Bergenholtz & Gouws, 2012)

Lexicography is defined by Hartman and James (1998) as the professional activity and academic field dealing with dictionaries and other reference works. It is divided into two fundamental divisions : lexicographic practice (dictionary creation) and lexicography theory (dictionary study).

Practical lexicography is the process of creating or editing dictionaries. In comparison, Theoretical lexicography is an academic subject that studies and deconstructs words. Developing ideas about dictionary construction and a language's lexicon (vocabulary) within semantic, syntagmatic, and paradigmatic links components and structures that link data in dictionaries, as well as user needs for information in various situations, and how users can get the most out of the information found in printed and electronic dictionaries. Since it includes theoretical analysis of the lexicon ; theoretical lexicography is also known as "metalexigraphy". (Bergenholtz & Gouws, 2012).

Bergenholtz and Gouws (2012)illustrate the two types of lexicography in the following figure :

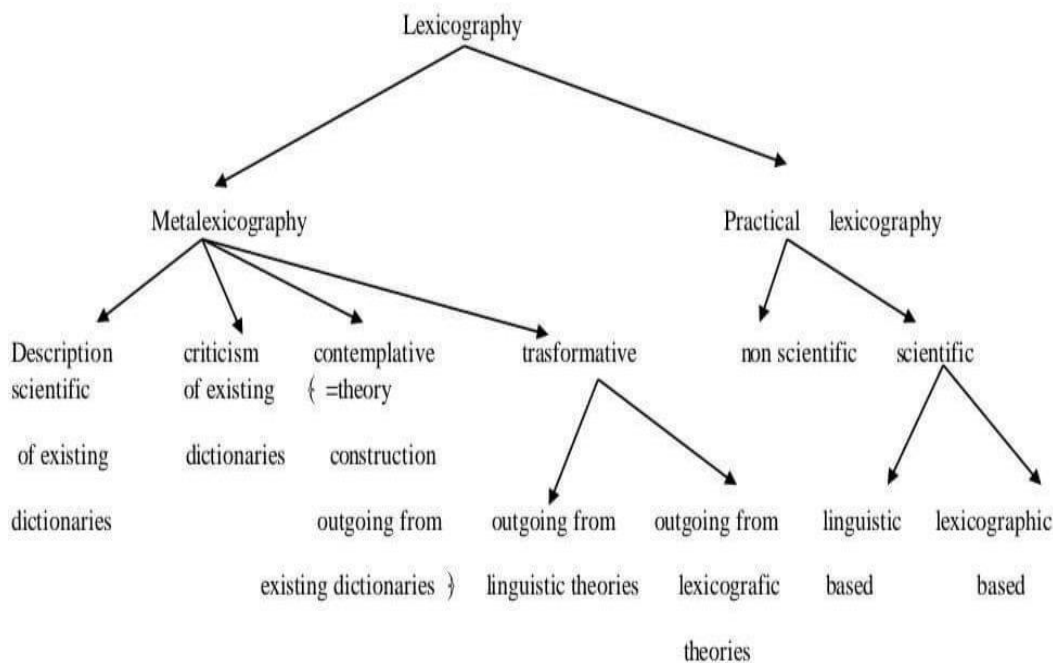


Figure 1.1: Lexicography (Bergenholtz& Gouws, 2012, p .40)

This figure shows how lexicography describes both divisions in-depth, including a list of many branches: descriptions of existing dictionaries, criticism of existing dictionaries, transformative and contemplative theories. It is also related to linguistics, scientific and non-scientific branches. From these illustrations, lexicography is an independent field that relies on other disciplines.

As the linguistic discipline to compile, write, and edit dictionaries. Lexicography can play an essential role in language preservation development and enrichment. Society uses dictionaries as references, instructional aides, and ideological weapons. (Hartmann, 1987)

1.3.Dictionary Definition

The term dictionary was first coined in Medieval Latin, probably in the 13th century, based on the Latin adjective dictionaries 'of words', a derivative of Latin dictio'saying', or in Medieval Latin' word'. English has picked it up comparatively late ; the first known reference is in the Pilgrimage of Perfection (1526) "and so Peter Bercharius

Chapter One :Dictionary Use and Language Learning

Pierre Bercheur, a 15th-century French lexicographer, in his dictionary described it". (Ayto, 1990, p.170) (As cited in Dash .n.d)

Dictionary is derived from the term "diction", which signifies styl.It is an application that helps students pronounce words, spell them correctly, and check grammar. It lends meaning to words that are difficult to understand or have several meanings. It also gives information about the reader, syllables, intonation, and word pronunciation depending on how words are used in a sentence . (Bulushy,2012)

Based on Mariam Webster's (2020) definition, "a dictionary is a reference source in print or electronic form containing words usually alphabetically arranged along with information about their forms, pronunciations, functions, etymologies, meanings, and syntactic and idiomatic uses".Similarly, in the Concise Oxford Dictionary for Current English (1998), a dictionary is viewed as a "book that deals with the individual words of a language (or particular specified class of them). It is to set forth their orthography, pronunciation, signification and use, synonyms, derivation and history, or at least some of these facts ; for convenience of reference, the words are arranged in some stated order. "

Tarp (2009) argues that dictionaries should be designed to meet specific human requirements. A dictionary is a tool language learners can use to double-check their understanding and correct spelling, pronunciation, grammar, and meaning errors. When students are away from their classroom and teachers, they can use the dictionary to help them. (Tores and Ramos, 2003)

Additionally, a dictionary is a systematically organized list of socialized linguistic forms generated from the speech habits of a particular speech community and remarked only by the author in such a way that the qualified reader knows the meaning of each form and is apprised of all pertinent data concerning purposes of the forms in its society (Zgusta, 1971).

Landau (1984) states that "a dictionary is a book that lists words in An alphabetical order and describes their meaning" he adds," Modern dictionaries often include information about spelling, syllabification, pronunciation, etymology (word derivation), usage, synonyms, grammar, and sometimes illustrations as well" (p.05). Modern dictionaries include comprehensive content due to the evolution in the history of dictionaries that have taken different and updated forms since their first appearance.

1.4.History of Dictionaries

A dictionary includes words in alphabetical order and provides definitions and other information such as pronunciations, etymologies, and other spellings. According to the History and development of dictionaries.(n.d.), dictionaries have evolved and taken different forms throughout History.

The earliest dictionaries, such as those written by Greeks in the first century CE, focused on changes in the meanings of terms over time, and because of the proximity of languages in Europe, many bilingual and multilingual dictionaries appeared in the early Middle Ages. The need for greater literacy led ordinary people to read Scripture and create an English dictionary.

Robert Cawdrey's A Table Alphabetical (1604) was the first fully English dictionary. Further, Samuel Johnson's Dictionary of the English Language requires 3 000 words to be treated. It set the foundation for all subsequent important English dictionaries, such as the English Expositor (1616), the English Dictionary, and Glassographia (1656). The definition, derivation, and usage of words from the language were included in these publications, which were the first modern uses of dictionaries. They were released in 1755 based on the goal of standardizing the language, which was a significant step forward in lexicography.

The idea of language correction and purification had come to England from France and Italy. The works of different English writers were examined to verify the presence of a

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word in the English language and discover and exhibit multiple meanings of words. Johnson's dictionary was a huge hit and was amended and edited multiple times. It served as the foundation for all subsequent dictionaries, none of which could match Johnson's quality.

In 1773, William Kenrick produced a new dictionary, which was a better pronunciation dictionary than Johnson's. In the early nineteenth century, Noah Webster's Dictionary of Americanisms arose from an awareness of the changes and variations in language. Next, the massive Oxford English Dictionary was founded in the late 1800s. After that, in 1806, Noah Webster published his Compendious Dictionary of the English Language. Much encyclopedic content in this book had nothing to do with lexicography. It demonstrates a definite focus on American issues, and it is not surprising that Webster emphasized the difference between American and English usage.

Different dictionaries are available today, with general-purpose dictionaries being the most common. Modern lexicographers (Dictionary builders) describe current and historical languages but rarely suggest how they should be used.

1.5.Types of Dictionaries

Many different criteria can be used to categorize dictionaries. One approach to classify dictionaries is by the number of languages they contain. Nation (2000) classifies dictionaries as monolingual, bilingual, bilingualized, trilingual, and multilingual. Dictionaries that are available in one language are called monolingual dictionaries. Dictionaries that are available in two languages are bilinguals. According to Al-Bulushy (2012), the dictionaries format is as follows :

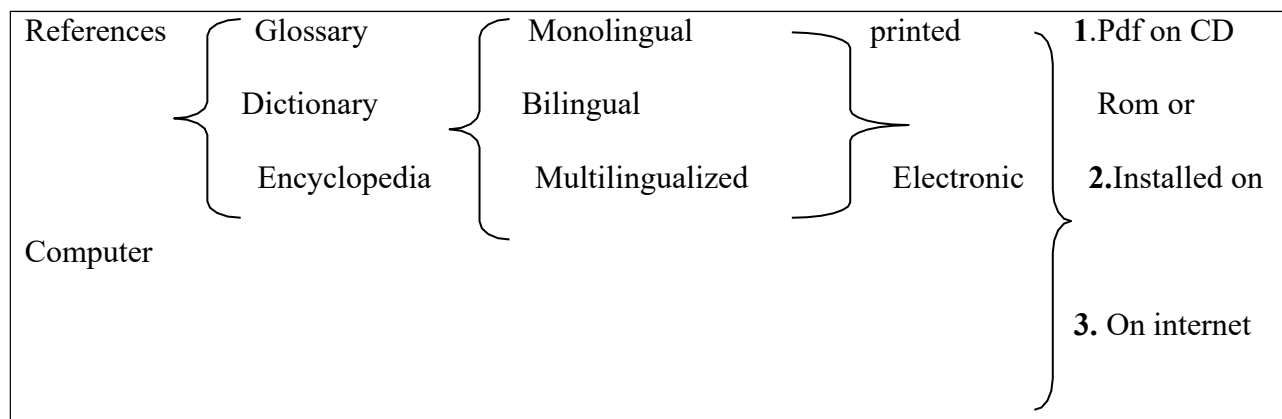


Figure 1.2:Types of dictionary (Al Bulushy, 2010, p.26) (As cited in Rohmatillah, 2016, p.5)

This figure illustrates the different types of dictionaries which are divided into :

a. Printed Dictionary

Printed dictionaries vary from minor pocket-sized versions to significant, wide-ranging multi-volume works. This type of dictionary could be easy to carry.

b. Handheld Electronic Dictionary

Electronic dictionaries are tiny devices that contain a little keyboard, voice recognition or a scanning device to read the printed text and offer the translation on a small LCD screen or give the translation by a voice telling the precise pronunciation.

c. Dictionary Programs

This computer software allows words or phrases to be translated on a computer monitor.

d. Online Dictionaries

Online dictionaries are similar to dictionary programs. They are frequently updated and uncomplicated to search but not always complimentary to use.

e. Visual Dictionaries

Visual dictionaries are printed dictionaries that depend on illustrations to provide the user with a reliable way of identifying the correct translation.

1.5.1.Bilingual Dictionary

A bilingual dictionary is essentially a translation dictionary that contains two languages in most cases (Kirkness, 2004). A bilingual dictionary provides information on a given the word in two languages, namely, from the mother tongue to the target tongue and vice versa (Kirkness, 2004).

A bilingual dictionary (BD) involves substituting lexical units of one language with the lexical units of another language, i.e., "coordinate with lexical units of one language those lexical units of another language which are equivalent in their lexical meaning" (Zgusta, 1971, p.274). Besides, Kirkness (2004) distinguishes two types of bilingual dictionaries (BDs): passive (receptive) and active (productive).

Kirkness argues that the former is intended to assist the user in decoding or translating entries from the target to the native language. In contrast, the latter is intended to help users translate entries from the native to the target language. Thus, "in his theory, there are four directions to consider for each language pair, such as German-French for French users and French-German for German users (passive), or German-French for German users and French-German for French users (active)." (Kirkness, 2004, p.61).

In Yorio's (1971) and Bensoussan et al.'s (1984) studies, when students were given the option of utilizing bilingual or monolingual dictionaries, more than half of them preferred bilingual dictionaries because bilinguals keep learners in their "comfort zone" (Kaur&Hegelheimer, 2005). According to Scholfield (1982), learners use bilingual dictionaries because they can quickly locate the meanings or translations of unfamiliar L2 words in their native language.

Stein (1989) claims that using a bilingual dictionary is successful because it provides a general knowledge of specific types of information, such as those relating to biological research and cultural institutions. She emphasizes the importance of using bilingual

dictionaries. Because they provide correct translation equivalents for technical and scientific terminology used in institutions. Lauter (1995) suggests that an entry in a "bilingual dictionary" should include four elements as follows:

1) Translation of L1-L2.

(2) Details on the L2 translation options

(3) Semantically related words: This section is similar to a thesaurus. Words semantically related to the English equivalent of the looked-up L1 word will be listed with their definitions and L1 translations.

(4) Additional meanings of the L2 translations: in those entries, the additional meaning of the L2 is provided

Bilingual dictionaries provide learners with the security of a specific response, whereas monolingual dictionaries frequently lead them to guess the meaning and often help them guess meanings easily.

1.5.2.Monolingual Dictionary

Other dictionaries are monolingual (MLDs), designed to fit the needs of EFL students. MLDs, as the prefix "mono" suggests, use only one language. The monolingual dictionary is "a type of reference work in which the words of a language are explained using the same language".(Hartman and James, 2002, p.95). Thus, an English-to-English dictionary is an example of this type.

According to Ali (2012), a monolingual dictionary presents words with multiple definitions, symbols, and other morphological information; information on the target language, including supplementary definitions for words, examples of how the target term is used in context and grammatical knowledge that is useful to understand words.Monolingual dictionaries help students improve their fluency by defining words following the context.

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Moreover, Hartman (1992) claims that proficient users could only benefit from monolingual language dictionaries because they emphasize the target language and give many options for language production activities. They describe and explain English terms and lexical objects (Lew & Salaciak, 2014). In addition, "the monolingual entry can provide more detailed and precise information." (Maghsodi, 2010, p.317). Furthermore, a monolingual dictionary may explain terms with both literal and figurative meanings, the use of idiomatic expressions, common groupings, and implications.

Underhill (1984) states that monolingual dictionaries force students to think in the target language, help them break their translation habits, and allow them to learn new words. Besides, according to Baxer (1980), as cited (Hayati&Akram, 2006), a monolingual dictionary illustrates not only definitions but also other vital aspects. He believes that the usage of monolingual dictionaries should be highlighted more because it encourages fluency by providing definitions in context.

According to Hayati (2006), a monolingual dictionary does not only contain definitions but also includes other significant elements. He mentions that monolingual dictionaries should be encouraged more since they enhance fluency, whereas bilingual dictionaries tend to provide definitions out of context.

Rundell (2006) states that an MLD cover has the following characteristics: the use of regulated vocabulary (explaining concepts via simple and user-familiar definitions), phraseology, syntactic information, and a small number of standard and frequently used instances, sociolinguistic characteristics such as register (formality degree).

Furthermore, monolingual dictionaries are likely to provide a lengthy and detailed response. According to Lew (2004), monolingual dictionaries have additional limits because their definitions are more detailed and challenging to interpret due to the language barrier. It is difficult for language learners to master a large amount of vocabulary in a short period.

Monolingual dictionaries have many definitions that are difficult to understand and symbols concerning the phrases that give rise to complications and challenges for less-skilled pupils. However, bilingual dictionaries have a distinct advantage and an elementary language that is forward and contains few ambiguous definitions.

1.5.3.Printed Dictionaries

The history of English dictionaries spans over 500 years. The first attempts to create an English printed dictionary date back to 1582, when a list of 8,000 undefined English terms was compiled to organize the English language. (The Age of the Dictionary - The History of English, 2011)

When English began to gain traction as a global language, lexicographers and foreign language students considered the importance of a dictionary in aiding English as a New Method in English (Lou& li,2012)

Before the advent of electronic science and the development of electronic dictionaries, traditional paper dictionaries prevailed. Features like shape, size, and quality were different, but application policies were the same. As mentioned in Encarta Dictionary on CD-ROM version 2005, paper dictionaries have been the only source of vocabulary acquisition and research tasks since the Sumerian era. Some advantages of paper dictionaries have encouraged publishers to continue using them in their research. For Zarei and Gujjar(2012,p.630),Reference can be made to the following advantages of paper dictionaries:

- They are simple to browse
- They are easy to buy cheap than some usual books.
- They can be replicated in different sizes and word volumes.
- They are easy to use
- Concise ones are durable one can put them in his or her bag and carry them everywhere.
- Learners can write on them,

Despite the advantages of printed dictionaries, empirical studies on electronic dictionaries have demonstrated their relative advantages over printed ones. Bhatia (1991), for example, compares students' searching behaviour in a computer-based Kanji dictionary with a traditional paper one and provides a preliminary conclusion that electronic dictionaries may be more effective in learning Japanese than printed ones. Koga (1995) contends that using an electronic dictionary on a PC is more effective than using printed materials.

1.5.4. Electronic Dictionaries

The term electronic dictionary (ED) is defined by Nesi(2000) as follows:

The term electronic dictionary (or ED) can be used to refer to any reference material stored in electronic form that gives information about the spelling, meaning, or use of words. Thus, a spell-checker in a word-processing program, a device that scans and translates printed words, a glossary for online teaching materials, or an electronic version of a respected hard-copy dictionary, characterized by the same System of storage and retrieval (p.819).

An electronic dictionary is a small electrical device that functions as a digital version of any dictionary. Electronic dictionaries come in a variety of formats (special portable devices, apps for mobile devices, CD-ROMs or DVD-ROMs and serve a variety of purposes. The number of functions accessible in computers has grown as technology has progressed. Electronic dictionaries have become available on mobile devices such as smartphones and tablets.(Zheng& Wang ,2016)

Electronic dictionaries are distinguished by their retrieval technology rather than their content compared to consulting a hard-copy dictionary. Books primarily organize information linearly, which is suited for listing a book. The Oxford English Dictionary on CD-ROM could work as a synonym finder.

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Learners can utilize electronic dictionaries to access lexical data such as semantic and syntactic information, examples, synonyms, hyponyms, and more. Students will be more likely to use electronic dictionaries if available (Taylor & Chan, 1994). For example, Koga (1995) states that computerised dictionaries gained additional words when people searched up many more terms (Rezaei&Davoudi, 2016) .

Numerous students' electronic dictionaries allow for filtered searches using examples, definitions, and grammatical rules. A dictionary for electronic retrieval provides a comprehensive list of synonyms, coordinate terms, and hyper and hyponyms linked to the search phrase. In addition to playing an essential role, electronic dictionaries enhance language learners' motivation. When students exercise their vocabulary, they learn more words. According to Al Jarf (2007), students who enjoy learning are more likely to succeed and the most significant gains in vocabulary come from using electronic dictionaries.

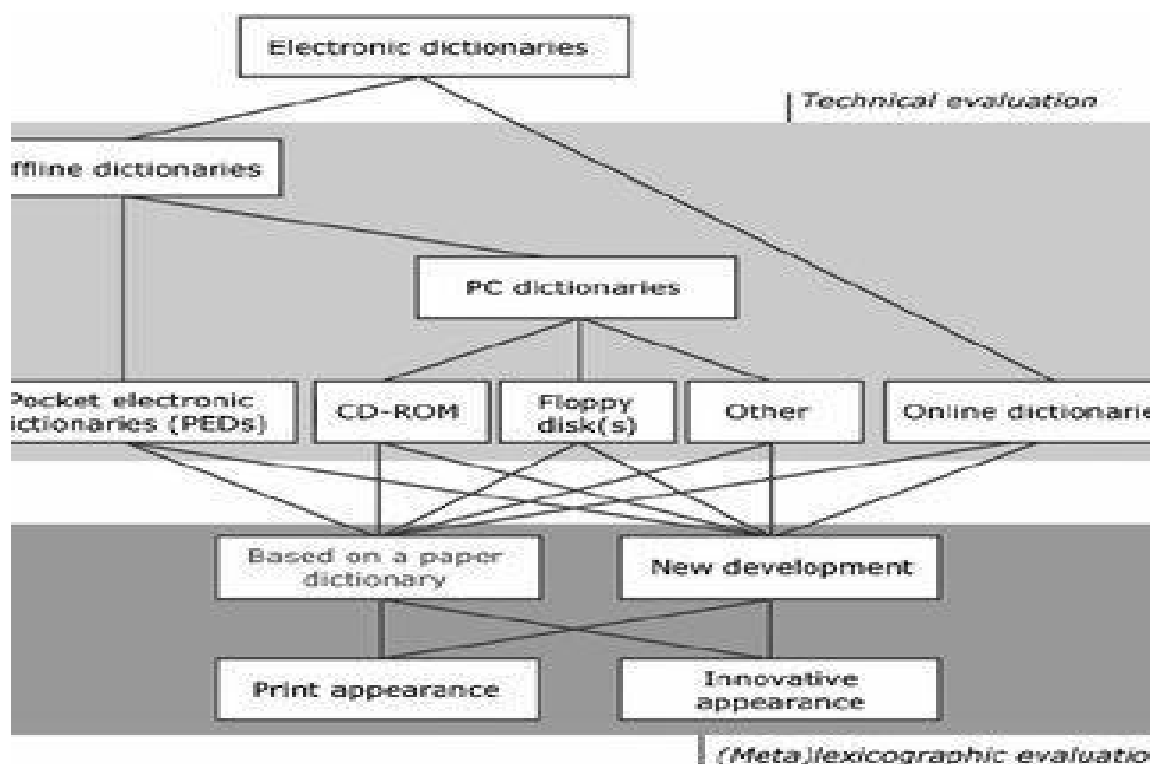


Figure 1.3 : Two-step Technical-(meta)Lexicographic Electronic-Dictionary Typology

(Lehr, 1996, p.315)

Lehr (1996) publishes a more convincing two-step technical-(meta) lexicographic ED typology (shown in Figure 1.3). In the first step, EDs are classified into online and offline dictionaries, with the latter further subdivided into electronic pocket dictionaries (PEDs) and PC dictionaries, and the former further subdivided into CD-ROM floppy disk(s) and other dictionaries. In a subsequent step, each of these EDs can be assessed on (meta)lexicographic grounds. Either an ED is based on a paper dictionary or a new development, and each of the latter types can have a print appearance (i.e., the ED looks like a printed dictionary page onscreen) or an innovative appearance (i.e., the ED looks like a new development).

1.5.4.1. Pocket Electronic Dictionaries

Pocket Electronic Dictionaries are pocket-sized devices that students can easily carry in the classroom or provide day-to-day language support and translation (Midlane, 2005). Also, it refers to any electronic reference material that provides information about the spelling, meaning, or use of words. A device that scans and translates printed words, a glossary for online teaching materials or an electronic version of a respected hard-copy dictionary are all examples of EDs with the same storage and retrieval system. The prototypical lexical reference work dictionary categorizes and stores information on words, phrases, and other lexical items, such as their form, meaning, use, origin, and history (Kirkness, 2004).

A pocket Electronic Dictionary performs the same function as paper book dictionaries in providing information on word origin, meaning, spelling, and pronunciation. Thus, foreign language learners buy them, and most language teachers believe dictionaries can help with vocabulary learning because PEDs are ubiquitous and popular among foreign language learners. They can provide three potential benefits : (1) they are quick and straightforward to use, (2) EPDs can provide access to large amounts of data, and (3) they are interactive (Nesi, 1998).

PEDs can contribute to the field of education in various ways. In providing information about words, the Pocket Electronic Dictionary serves the same purpose as a paper dictionary. PEDs assist students in improving their reading skills and increasing their awareness of their current abilities. Second, they can be utilized to promote both individual and group learning. Moreover, they assist students in identifying areas where assistance and support are required. They can also help bridge the gap between PED and ICT.

Additionally, PED assist in removing some of the formality from the learning process and engaging reticent students. Furthermore, according to Attewell (2004), a PED dictionary aids in the development of self-esteem and self-confidence because students feel good when they use it. In addition, poor spellers can use electronic pocket dictionaries to type in a "sound-alike" version of their search term and choose from a list of close matches suggested by the dictionary, while users of CD ROM dictionaries can "hyperlink" and "interface" to access entries for unfamiliar words. in the entry they are viewing, or in entirely different online content (Nesi, 1996, p.199). EDs have the potential to help with language learning and teaching.

Although PEDs are particularly popular in EFL classrooms, numerous studies have documented the drawbacks of using this tool in education. According to Zheng and Wang (2016), PED use can result in various issues. For beginners, using PEDs can hinder pupils from guessing the meaning based on context. Second, using PEDs might induce distraction since students may ignore what the teacher is saying while looking up the definition of an unfamiliar term. Furthermore, using PEDs can upset the teacher and the learner.

1.5.4.2.Mobile Dictionaries

Since the late twentieth century, and in correlation with recent technological advances, a significant educational shift has occurred, with new facilities and opportunities emerging thanks to digital technologies. Mobile applications are, without a doubt, the most used.

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Kukulka-Hulme and Shield (2008) use mobile technology to explain learning experiences that are not limited by space on mobile learning devices.

Mobile learning is any educational provision in which handheld or palm-top devices are the core demanding technologies. A mobile device is any device that is small, autonomous and good enough to accompany learners at every moment. Such dictionaries are available as apps for smartphones and tablet computers. (Aslan, 2016)

According to Sharples (2006), mobile learning first focuses on the role of mobile devices and technologies in education, followed by informal learning outside lessons without a specific location. Mobile learning is aided by smartphones and tablets, and mobile phones. (Rahimia&Mirib, 2014)

Quick technological advancements have resulted in the incorporation of books, notebooks, and languages into mobile phones and tablets because huge dictionaries that one could barely carry have been replaced by mobile dictionaries that allow people to look up any term.

Mobile phones are the most often utilized learning devices among portable technology tools (Pcherzewska & Knots, 2007), and many scholars now contemplate using them in educational settings for learning and teaching purposes due to their portability and accessibility (Tayebinik & Puteh, 2012). According to research, mobile phones can augment learning (Roschelle, 2002), leverage instruction, and empower place-based learning (Squire, Jan, & Mathews, 2007). (Squire & Dikkers, 2012).

Also, mobile learning has advantages in language classrooms, allowing language teachers to provide realistic content, communicative language practice, and task fulfilment (Chinnery, 2006). Furthermore, with their properties mentioned above, mobile dictionaries are a significant source of vocabulary education because their audiovisual content provides excellent chances for efficient and lasting vocabulary teaching. (Rahimi & Miri, 2014)

Demirel (2004) illustrates that teaching vocabulary in a good and correct manner ensures that newly learnt words are used appropriately in each sphere of a language. When examining the structures of mobile dictionaries, the strategies of using dictionaries can be employed successfully. Furthermore, qualifications such as antonyms and synonyms should be improved as they are among these dictionaries' capabilities. There have also been several favourable outcomes based on research on mobile dictionaries. While Browne and Culligan (2008) have promising findings from research on this capability, Thornton and Houser (2005) state that mobile dictionaries are helpful because they provide English idioms. (Aslan, 2016).

According to research conducted by Wechsumangkalo (2018), most Thai EFL university students utilize their smartphones to improve their English skills, vocabulary, listening, and reading. Similarly, Ahn's research (2018) shows that most Korean EFL university students frequently use dictionaries on their iPhones and practice. They spend less than an hour on their iPhones practising English. Trinder (2017) finds that most Austrian EFL university students prefer to use mobile dictionaries. (Aslan, 2016)

1.5.4. 3. Online Dictionary

It is a dictionary available on the internet or World Wide Web. It can be accessed through a web browser using a computer or a mobile device, primarily by typing a query term into a search box on the site. Online dictionaries like Dictionary.com offer immediate, direct access through large databases to a word's spelling and meanings, plus a host of ancillary information, including its variant spellings, pronunciation, inflected forms, origin, and derived forms, as well as supplementary notes on matters of interest or concern about how the word is used. (Dictionary.com,n.d.-c)

Best online dictionaries are presented in the table below :

Dictionary	Site
Dictionary .com	www.dictionary.com
Merriam -Webster Dictionary	www.learnersdictionary.com
Oxford English Dictionary	www.oxforddictionary.com
Google Dictionary	https://chrome.google.com
Collins Dictionary	www.urbandictionary.com
Cambridge dictionary	https://dictionary.cambridge.org/fr/
Urban Dictionary	www.urbandictionary.com
Macmillan Online Dictionary	www.macmillandictionary.com
Oxford Advanced Learners' Dictionary	www.oxfordlearnersdictionaries.com
Longman Dictionary	www.Idoconline.com

Table 1.1: Online English –English learner dictionaries (Ulugbek, 2012, p.11)

According to Ulugbek (2012, pp.11-14), the best Online English dictionaries include :

- 1- a corpus-based compilation of words (i.e. written or spoken words that are used among native English speakers),
- 2- words frequency data (i.e., the most used words),
- 3- Collocations guide (i.e., examples of how words are combined and used together),
- 4- Authentic examples (i.e., examples on English discourses),
- 5- Topical vocabulary (i.e., different meanings of a word).

1.6.Importance of Dictionary Use

Dictionaries are one of the most important sources of information. They are essential in native and foreign language acquisition (Li, 1998). Furthermore, various dictionaries are essential linguistic tools for many applications (e.g. translating and writing).

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The advancement of lexicography has aimed to improve the image of dictionaries in language teaching (Tono, 2001). According to Carter (1988), the Longman Dictionary of Contemporary English (LDOCE) and the Oxford Advanced Learner's Dictionary of Current English (OALD) have had a significant impact. Furthermore, the dictionary is essential in preserving society's history, culture, and traditions.

Bejoint (2000) claims that dictionaries are known as the "universal thesaurus. "

The use of dictionaries aids in developing a student's vocabulary of formal and informal communication and offers learners priceless information and a sophisticated lexicon. (Scholfield ,1997, pp.295-296) believes that using a dictionary is preferable to guessing the meaning of a word. Also, it necessitates a more elaborate mental treatment of the data found about the word (Bogaards, 2010). In addition, dictionaries provide more reliable information than other sources. Nation (2000, p.446)(as cited in Lounas ,2016)also explains the following reasons for utilizing a dictionary:

1. Understanding (decoding)

1. Using dictionaries to look up unfamiliar words one has heard or read.

also, to confirm the meanings of words that are

1. partially understood.
2. Using context to confirm the guess.

2. Producing (encoding)

1. checking unfamiliar words before speaking, writing, or translating.
2. Checking spelling, pronunciation, meaning, and grammar.

Use collocation, inflections, and derived forms of :

1. terms.
2. Double-checking the spelling
3. Verifying that the words exist.

4. Instead of using a well-known word, come up with a new one.
5. correction

3. Learning

1. Picking a well-known term to learn.
2. Improving e knowledge of unknown words.

According to Nation (2008, p.114), a dictionary can assist students in three ways.

1. It can help learners comprehend words encountered in reading and listening;
2. A dictionary helps learners in locating words required for speaking and writing.
3. It allows them to remember words.

He also proposes that a good dictionary should include:

1. A large number of words.
2. An easily understood definition.
3. Many examples of sentences.
4. Grammar-related information.
5. Word collocations.
6. How to pronounce the term.
7. The pronunciation of inflected and derived types.
8. Information on restrictions on the word's usage.
9. Frequency information.
10. Information on related topics, words, and parts of words.

From the above, a dictionary should be considered a good educational tool for learning a language. Consequently, students should learn how to use and take advantage of dictionaries.

1.7.Strategies of Dictionary Use

The study of dictionaries and their use are among the topics applied lexicography covers. There are a variety of research subjects in this discipline, such as elements and ways or strategies of dictionary use, their purposes, and users' attitudes about them.

Wingate (2004) investigates the various methods employed by dictionary researchers and finds that no users were involved in the look-up process. Furthermore, researchers consider how students use dictionaries for encoding and decoding purposes.

One of the best-known models is the one developed by Schofield (1982). It concerns the strategies users must follow while using a dictionary for decoding purposes. Schofield (1982, p.186), (as cited in Lounas, 2016), suggests that the practice of looking up and understanding information needed for comprehension can be broken down into the following steps :

- 1- Locating words and phrases which seem not understood.
- 2- If the unknown form is inflected, learners remove have to remove the inflection on to recover the form to look up
- 3- Searching for the unknown form in an alphabetical list.
- 4- If a learner cannot find one main entry for the unknown word, he tries the following procedures:
 - He tries looking up each primary piece if the unfamiliar elements are a phrase, idiom, or compound word.
 - If the unknown seems to have a suffix, he uses the entry for the stem.
 - A learner scans nearby entries if the unknown appears to be an irregular inflected form or a spelling variant.
 - If there is an addendum, he searches there.
- 5- If multiple meanings or homographic entries exist, he reduces them by elimination.

Chapter One :Dictionary Use and Language Learning

6- The learner understands the definition and applies it to the context where the unknown is encountered.

7- If none of the meanings entered seems to fit, he attempts to infer one that does from the meaning he has

- He tries looking up each primary piece if the unfamiliar elements are a phrase, idiom, or compound word.
- If the unknown seems to have a suffix, he uses the entry for the stem.
- A learner scans nearby entries if the unknown appears to be an irregular inflected form or a spelling variant.
- If there is an addendum, he searches there.

Wingate (2004) claims that Scholfield's steps(1982) might not be accurate and do not provide a complete list of a dictionary required. He maintains that the strategy list would be substantially longer if the dictionary's primary application's goal were written.

Nesi's book provides one of the most extensive and well-known collections of dictionary-use procedures (Nesi, 1999). It was broken into 40 strategies and six distinct stages:

The first two stages are tech-related techniques used before dictionary consulting, for example, knowing the various sorts of dictionaries, deciding which one to use, and emphasis on the importance of a dictionary consultation.

The third stage entails locating the information about the unknown, and it includes two procedures :

- 1) Understanding the construction of dictionaries
- 2) Understanding how data is processed and presented.

The fourth stage includes the list of fourteen intercultural communication strategies for preparing information for entry. Some of these strategies require determining appropriate data and interpreting phonological symbols. The fifth stage demands recording data from the entry.

Chapter One :Dictionary Use and Language Learning

At this point, techniques like selecting a recording method and creating a vocabulary can be used. The sixth stage addresses comprehension problems concerning dictionary consultation and planning strategies, such as understanding the aim of dictionaries and their numerous forms and styles.

Bishop (2001) compiles a set of guidelines for employing multilingual dictionaries based on Nesi's (1999) taxonomy of dictionaries as a language learning aid. There have been ten steps in total in how to use a dictionary:

- 1) knowing the different types of information are contained in a dictionary
- 2) Understanding the components of speech (for example, the term one is looking for its kind (verb, noun), the symbols and entries that are used to refer to verbs, nouns, and other words).
- 3) Using a dictionary to look up synonyms.
- 4) Before specializing in vocabulary writing on a specific topic, one gathers information using the dictionary.
- 5) Ensuring understanding of how to use the grammatical information in the dictionary.
- 6) Learning to read phonetic characters symbols found in dictionaries;
- 7) Understanding how to examine a person's favourite register dictionary term (for example, formal) written vs spoken, formal vs informal);
- 8). Double-checking the meaning in the other half of the bilingual dictionary
- 9) Make sure to proofread written works
- 9)Remembring that a dictionary. cannot be a substitute for a solid grasp of vocabulary

Another vital contribution to dictionary strategies is the study (Garcia.2005.p.251) that illustrates learners' steps when using a dictionary for writing. It is a developed version based on the work of Schofield. This updated version includes the following schematic structure:

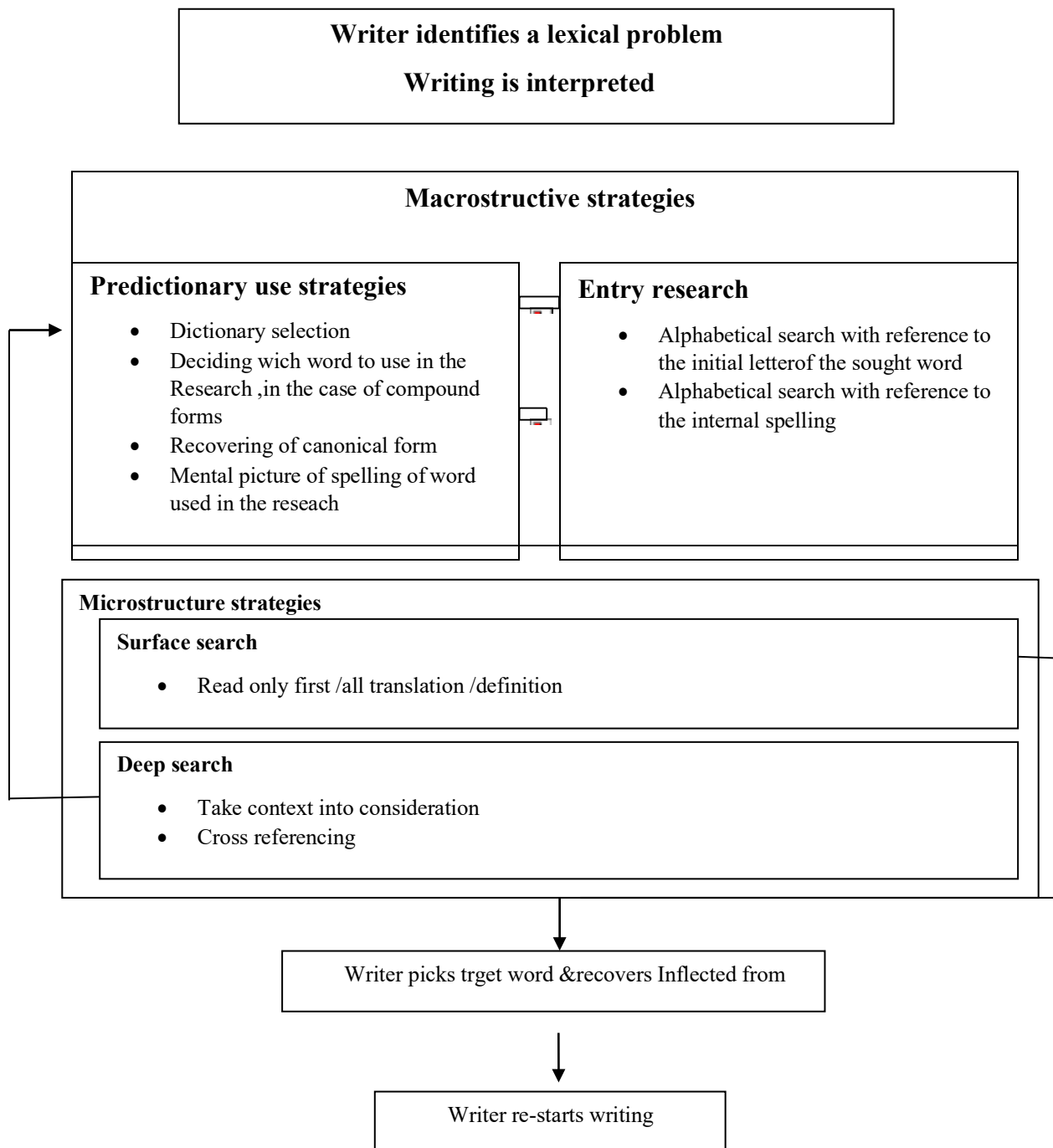


Figure 1.4 .Strategies Employed during Dictionary Search (Garcia, 2005, University of Essex)

(As cited in Lounas, 2016)

To better understand the above strategies that have been presented in the schematic structure. Garcia (2005,p .251) illustrates them through the following steps:

- 1- Recovering the canonical from the inflected target words.
- 2- Selecting an appropriate reference work (be it a monolingual or bilingual dictionary)
- 3- Searching for target words in the alphabetical list. This step can even work in the case of the user experiencing a tip-of-the-pen state since often the beginning of the word is retrieved
- 4- Scan all the definitions or translations in the entry, then look for the one closest to the writer's meaning to be expressed before taking any decision.
- 5- Reading the examples, grammar code, collocation information and style labels and find the ones that best fit the context in which the target word is used.
- 6- Cross-referencing: if the word is sought in a bilingual (L1 to L2), the user should double-check the translation of the words in the L2 to L1 section or in the cases of a monolingual search, use a thesaurus for double-checking the candidate's words.
- 7- Adding any inflections that were eliminated during original search to fit the linguistic context in which they will be used.

1.8. Methods of Teaching Dictionary Skills

In pedagogy, teaching dictionary skills is an important but frequently overused activity. Many teachers and students regard perusing a dictionary as a routine, somewhat passive chore that must be completed when everything else fails. *Dictionary use* is a complex, multi-faceted activity that necessitates some preparation. Much time has been spent looking at EFL dictionary entries and providing ideas for how they may be enhanced to serve language learners better.

According to Nesi (1999), the emphasis must also be placed on teaching students how to use the work they already have. Other studies have made a similar point. For example, Tickoo (1989) asserts that using monolingual dictionaries requires proper advice. He

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emphasizes that even superior EFL dictionaries (e.g., electronic or bilingualized) have not eliminated the necessity for subjective judgment. Walz (1990), for example, makes various arguments for why a dictionary should be taught. He states that a dictionary is an indispensable source of language information. Therefore knowing the skills of dictionaries is worthwhile.

The most apparent technique of teaching a dictionary is to include it in students' and teachers' syllabi. However, opponents such as Poulet (1999) claim that until the 1980s, dictionary abilities and the teaching of dictionary skills are mainly overlooked in teacher education programs. That is easily explained by the fact that most teachers see dictionaries as a hindrance rather than a helpful tool for beginning and intermediate students, even though others recognize learners' aptitude and good attitude toward utilizing the dictionary.

Syllabus designers give lexicography no space in their ELT courses. (De Schryver, 2003). Students should be taught skills and strategies for using dictionaries in every explicit teaching. Thus, such instruction should extend across courses and modules and continue throughout the students' academic careers. Bejoint (1994) points out that dictionary consultation abilities are complex and challenging to learn actively. He compares learning such skills to learning to read because both activities require constant practice.

Establishing relevant and trustworthy standards for assessing dictionary skills is a related point. Tono's (1988) and Nesi's (1999) checklists can now be used to do this. Furthermore, instructors are increasingly allowing non-electronic dictionaries in reading and writing exams, making the test more like a real-life task. (De Schryver, 2003)

The usage of dictionary monographs is a second method. Several helpful brochures have been issued to aid students in using EFL dictionaries. "Working with LDOCE" by Whitcut (1995) ; "Chambers Universal Learners' Workbook" by Kirkpatrick (1985); and "Using Oxford Learner's Dictionaries in the Classroom". The benefit of such guides is that

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they frequently offer exercises in addition to the dictionary's definition. Rather than simply reading the benefit of such guides, they frequently offer exercises in addition to the dictionary's definition. Users can work step-by-step with dictionary entries rather than simply reading what kind of information the dictionary offers and how much content is organized.

According to Lamy (1985), helpful guides should go beyond description and show students how to access relevant information rather than reconstruct how the lexicographers develop the dictionary. Users should also be given clear instructions on utilizing the dictionary for decoding and encoding. Furthermore, manuals alone will not adequately prepare pupils to use their resources—. Instructors must take an active role.

Another flaw of guides is that they focus more on the features of their dictionary (for example, most extensive language corpus, electronically upgraded, user-friendly-oriented) than on the actions students must take to find and use various sorts of information (Stark, 1996). As a result, teachers must be aware of the expected abilities of dictionary users and be prepared to involve students in dictionary use actively.

Alternatively, the instruction material could be included in the introduction section of EFL dictionaries. The 1995 edition of LDOCE includes a section on "how to choose the right term and use it in the right way," also advice on "how to choose the right phrase and use it in the right way." In CCELD, the front matter and appendices contain less information about dictionary use. Within the A—Z book, the authors have chosen to explain some grammatical codes. However, this method may make finding information about the dictionary more difficult. While the CULD provides adequate explanations for grammatical codes, status, usage labels, and definitions, it lacks crucial guidelines for using them in the dictionary. (De Schryver, 2003).

Conclusion

Chapter One :Dictionary Use and Language Learning

This chapter introduces dictionaries as an effective tool in language learning by emphasizing lexicography, the field of making and editing dictionaries, and their relation to learning English as a foreign language. Furthermore, it tackles the different aspects and types of dictionaries: bilingual, monolingual, printed, and electronic. This chapter clarifies that different studies on dictionary use do not usually come up with the same results. Each dictionary type differs in so many ways that are difficult to generalize. Thus, students must be familiar with these dictionaries' characteristics. Also, they must be educated about the usage of dictionaries and the impact they might have on their vocabulary acquisition and learning process.

CHAPTER TWO
THE INVESTIGATION
OF THE FIELDWORK

Introduction

The primary goal of this research is to investigate the EFL students' perceptions, attitudes, and practices towards using dictionaries inside and outside the classroom. This section involves two parts: the first is entirely devoted to the research methodology adapted to carry out the current investigation. It introduces the tools used to collect data and answer the research questions. The second part deals with the description and analysis of the student's questionnaire, discussion and the interpretation of the findings. Finally, this chapter ends up with the pedagogical implications.

Section One: Research Methodology and Design

2.1. Research Methodology

Since EFL students are the primary variable of this study, their views are processed through a descriptive method in which the collected data are analyzed quantitatively and qualitatively, the choice of this method may be supported by the fact that the descriptive method can provide comprehensive information and reliable results about the EFL students' perception, attitudes and practices towards the use of dictionaries inside and outside the classroom

2.2. Setting and Sample

The population of this study comprises second-year LMD students at Mohamed Boudiaf University of M'sila during the academic year 2021 -2022. The target population mainly consists of 220 students divided into three groups. Calculating 1/ 3 of the population and considering the number of absences and exclusions,86 students are randomly selected as representatives of this sample. The principal reasons behind the choice of this population are first because second-year students are expected to be more aware of the importance of acquiring vocabulary. Also, they might have prior knowledge about the importance of

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dictionaries in the learning process. Thus, second-year LMD students might help achieve this investigation's objective.

2.3.Data Collection Tools

A questionnaire is data collection tool consisting of questions or other promotions to gather data from a respondent. These questions are often a mix of closed-ended and open-ended questions, allowing the respondent to elaborate on their opinions. (Bhat, 2019).

A questionnaire is chosen as the primary tool for this study because it is often regarded as crucial for surveying dictionary usage in literature. According to (Tomaszzyk 1979, Hilary Nesi 2000, and Iew 2002) (as cited in Iew 2004), The written questionnaire is most effective for acquiring data about dictionary use. Hence, researchers have administered a questionnaire to collect data about EFL learners' views and practices regarding dictionary use.

2.3.1.Description of the Students' Questionnaire

This questionnaire involves questions divided into three sections. These sections are a collection of different closed-ended questions. The findings are obtained through a Microsoft Excel 2010 program, and the results are shown in tables and figures. The first section is directed to provide background information about the respondents, such as their gender, while section two is intended to investigate learners' attitudes and perceptions towards dictionary use. It covers six questions .furthermore; section three is designed to investigate learners' practices toward dictionaries. The main objective of this questionnaire is to check whether the participants have the same perception and practices regarding the matter of using dictionaries or whether their perceptions and practices differ.

Section Two : Findings and Discussion of the Results

2.4.Data Analysis of Students'Questionnaire

2.4.1.Part one : Genral

Information Item 01: Specify

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your gender.

Gender	Participants	Percentage
Male	17	19.76%
Female	69	80.23%
Total	86	100%

Table 2.1: Gender Distribution

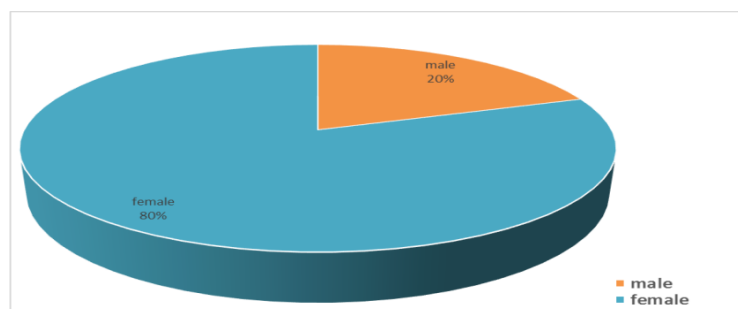


Figure 2.1: Gender Distribution

The table represents the EFL learner's gender, as shown in table (01). Among the total participants (80.23%) are females, and only (19.76%) are males. This may indicate that females are more interested in the domain of foreign language learning than males are.

2.4.2.Part Two: EFL Learners' Attitudes and Perceptions towards the Use of Dictionaries. Item 02: To what extent do you consider using dictionary important in language learning?

Options	Participants	Percentage
a-To a high extent	48	55.81%
b-To some extent	34	39.53%
c-To a low extent	4	4.45%
Total	86	100%

Table 2.2: Students' Attitudes towards the Importance of Using Dictionary in Language

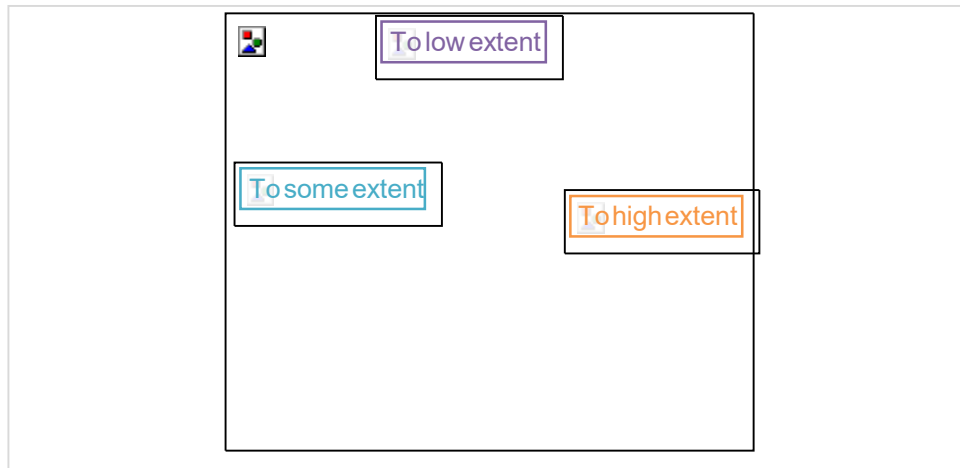


Figure 2.2: Students' Attitudes towards the Importance of Using Dictionary in Language Learning

As shown in the above table,(55.81%) of the participants consider dictionary use an important tool to a great extent. Another (39.53%) claim the same, but to some extent, whereas (4.54%) of them affirm that dictionaries have low importance in language learning. That is, the great majority of learners are aware of the usefulness of dictionaries as helping strategies in language learning.

Item 03: Dictionaries are good tools for enhancing vocabulary learning.

Options	Participants	Percentage
a-Agree	51	59.30%
b-Strongly agree	28	32.55%
c-Neutral	3	3.48%
d-Disagree	1	1.16%
e-Strongly disagree	3	3.48%
Total	86	100%

Table 2.3: EFL Learner's Views towards Dictionaries for Learning

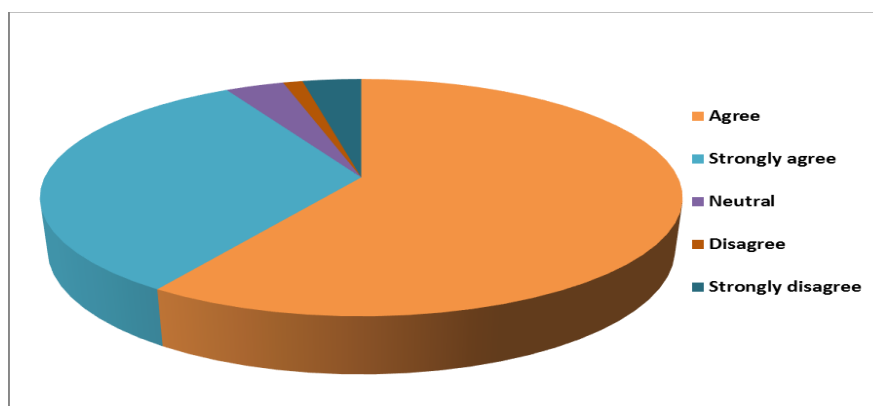


Figure 2.3: EFL learner's Views towards Dictionaries for Learning

Item 3 aims at exploring students' perception of whether they agree on the relationship between dictionaries and vocabulary knowledge or not. Table 03 shows that (69.30%) of learners do agree with this, while (1.16 %) disagree. The rest (6.96%) is divided into those who are neutral and those who strongly disagree. Through these results, most students confirm the excellent contribution of dictionaries in enhancing vocabulary because dictionaries provide learners with the meanings of complex and new words.

Item 04: There is a relationship between dictionary use and motivation /participation in class.

Options	Participants	Percentage
a-Yes	59	68.60%
b-No	27	31.39%
Total	86	100%

Table 2.4: The Relationship between Dictionary Use and Motivation

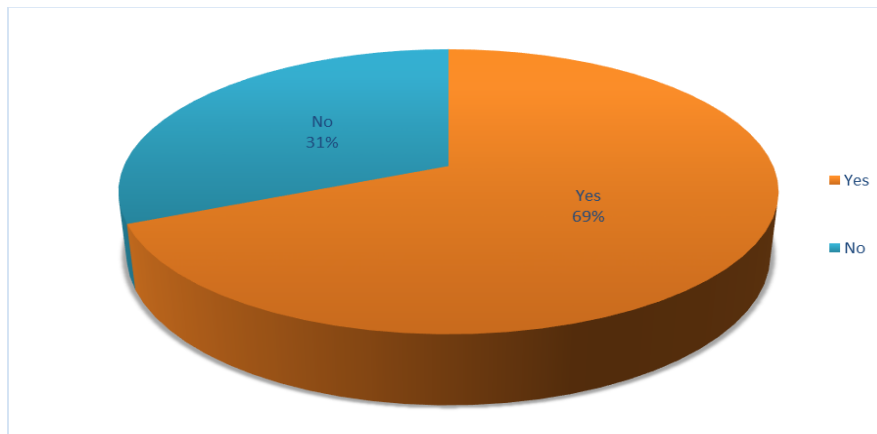


Figure 2.4: The Relationship between Dictionary Use and Motivation

The result shown in table 2.4 indicates that a considerable number of participants, with a rate of (68.60%), state that there is a relation between dictionary use and motivation, while the minority (31.39%) assert that there is no relation between the two. These results reveal that using dictionaries in class positively affects language learning. For instance, providing learners with a text with an illustration of its difficult words may motivate them to read it easily.

Item 05: Dictionaries help improve learner's proficiency.

Options	Participants	Percentage
a-Agree	57	66.27%
b-Strongly agree	15	17.44%
c-Neutral	10	11.68%
d-Disagree	3	3.48%
d-Strongly disagree	1	1.16%
Total	86	100%

Table 2.5: The Effectiveness of Dictionaries in Improving Learner's Proficiency

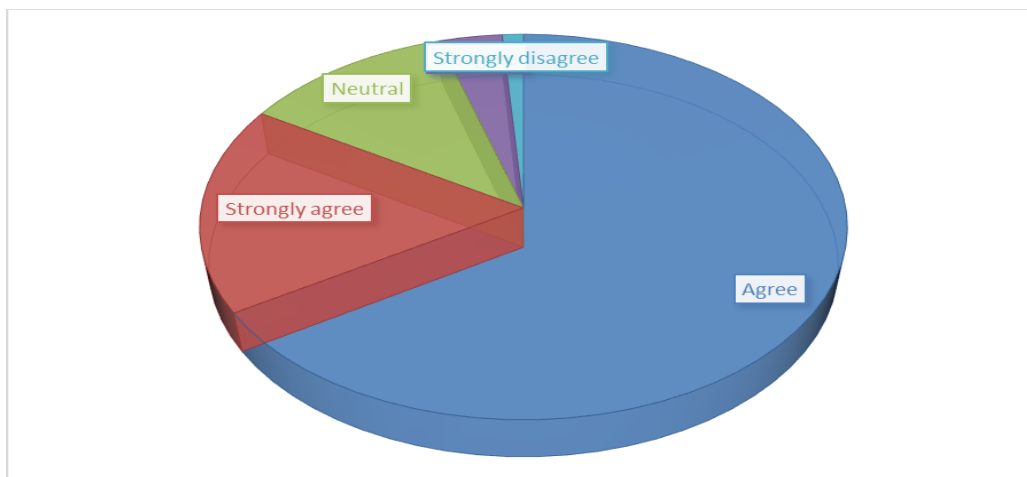


Figure 2.5: The Effectiveness of Dictionaries in Improving Learner's Proficiency

Figure 2.5 displays that (66.27%) of students agree that using a dictionary can enhance learners' proficiency, backed by 17.44 of those who strongly agree. (3.48%) of them disagree about the usage of dictionaries in improving learners' proficiency. A percentage (1.16%) strongly disagree. These results confirm that students know well the role of a dictionary in boosting the required skills for their proficiency, such as writing and reading.

Item06: Learning Vocabulary Using a dictionary is:

Options	Participants	Percentage
a-An educational strategy	34	39.53%
b-An entertaining strategy	25	29.06%
c-Both	22	25.58%
d-A waste of time	19	5.83%
Total	86	100%

Table 2.6: Dictionaries and Vocabulary Learning

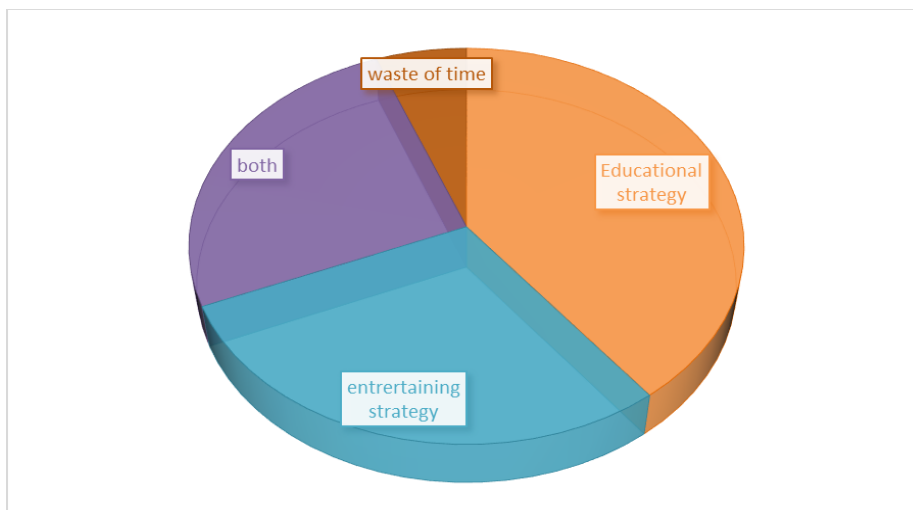


Figure 2.6: Dictionaries and Vocabulary Learning

For this item, learners' answers vary, (39.53%) define dictionaries as an educational strategy, while (29.06%) of them believe that dictionaries are an entraining strategy and (25.58%) think that dictionaries are both.(5.83%)see that dictionaries are a waste of time. Therefore, learners have different views based on their interests and usage of dictionaries.

Options	Participants	Percentage
a-Yes	30	34.88%
b-No	6	6.97%
c-Somehow	50	58.13%
Total	86	100%

Table 2.7: The Importance of Using Dictionary in English Lesson

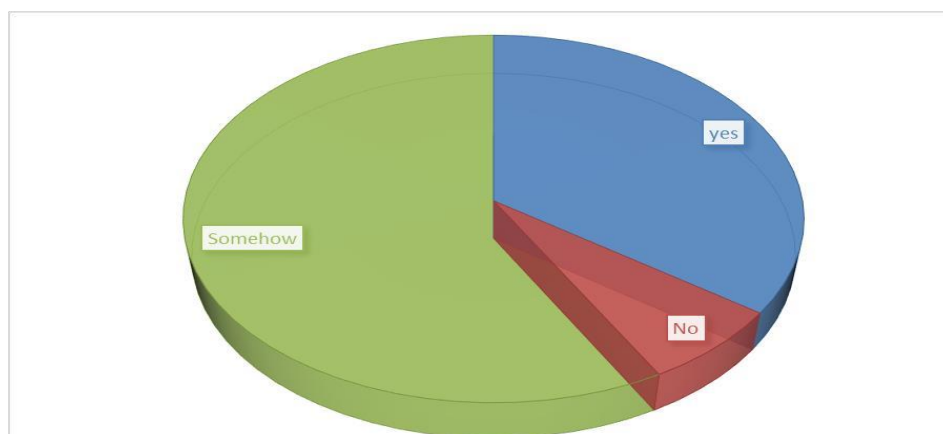


Figure 2.7: The Importance of Using Dictionary in English Lesson

The data collected demonstrates that half of the sample (58.13%) find that dictionaries can somehow simplify understanding the lesson content. (34.88%) of them agree that dictionaries can facilitate understanding the lesson content.(6.97%) of them disagree. Through these findings, EFL students are familiar with the various functions of dictionaries. Thus, dictionaries help promote language comprehension, which is the ability to comprehend different parts of spoken or written language, such as the meaning of words and how they are placed together to form sentences.

2.4.3.Part Three: Dictionary use and practices

Item 08: When you encounter and unknown word in a learning session, do you:

Options	Participants	Percentage
a-Tryt to understand its meaning through the context	49	56.97%
b-Ask teachers	9	10.46%
c-Check the dictionary	18	20.93%
d-Ask your classmates	8	9.30%
e-Ignore it	2	2.32%
Total	86	100%

Table 2.8: Student's Different Uses of Dictionaries

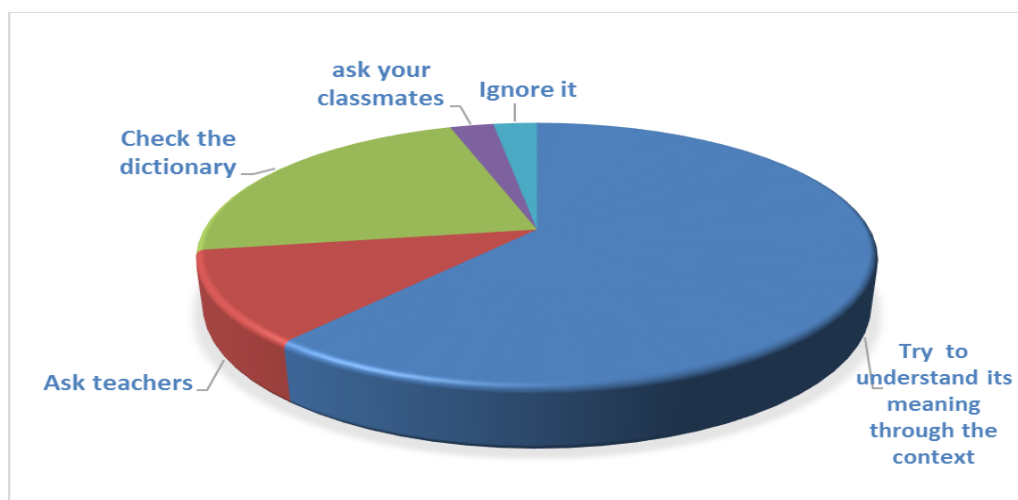


Figure 2.8: Student's Different Uses of Dictionaries

As the above table shows, (56.97%) of the students, when encountering an unknown word, try to understand its meaning through the context, whereas (20.39%) check the dictionary. Also, (10.46 %) of them tend to ask their teachers about unknown words. Moreover (9.30 %) of the participants ask their classmates, and only (2.32 %) ignore unknown words. The findings of this study can validate that 97.12 learners are interested in how to enrich their vocabulary repertoire in various ways.

Item 09: How often do you consult and English dictionary inside the classroom?

Options	Participants	Percentage
a-Always	32	37.20%
b-Often	7	8.13%
c-Occasionally	18	20.93%
d-Rarely	29	33.72%
Total	86	100%

Table 2.9: The Frequency of Dictionary Use inside the Classroom

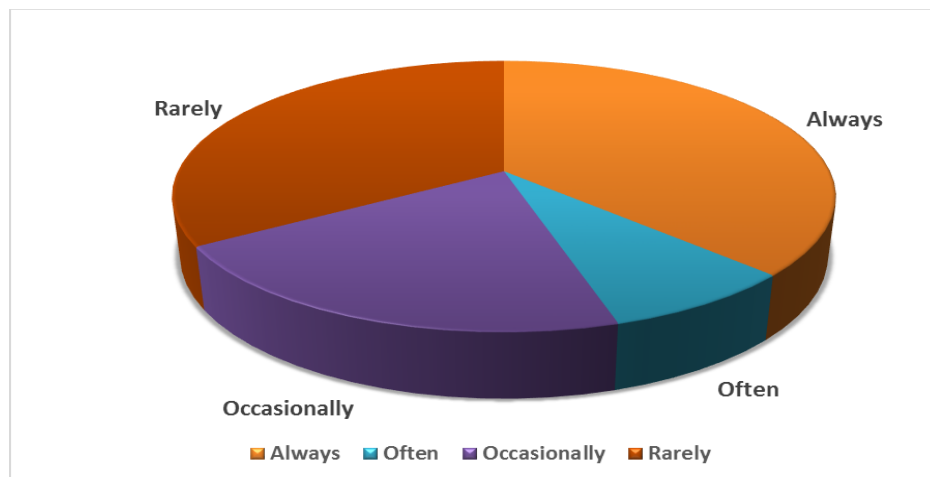


Figure 2.9: The Frequency of Dictionary Use inside the Classroom

Figure 2.11 demonstrates the frequency of dictionary use inside the classroom. Students who always use a dictionary occupy the highest percentage (37.20%), followed by those who rarely consult a dictionary (33.72%). Only (20.93%) of the EFL students state their occasional use, and (8.13%) state that they often consult a dictionary. These results explain that the use of a dictionary depends on the activities requiring a dictionary consultation.

Item 10: How often do you consult an English dictionary outside the classroom?

Options	Participants	Percentage
a-Always	25	29.06%
b-Often	19	22.09%
c-Occasionally	16	18.60%
d-Rarely	26	30.23%
Total	86	100%

Table 2.10: The frequency of Dictionary Use outside the Classroom

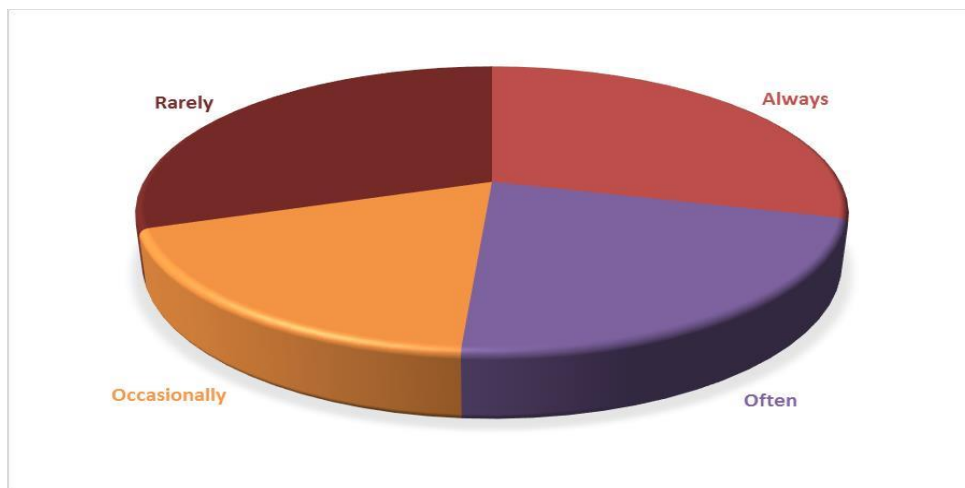


Figure 2.10: The Frequency of Dictionary Use outside the Classroom

From the observation of the above figure, Students who rarely use a dictionary occupy the highest percentage (30.23%), followed by students who often consult a dictionary (29.06%). Only (22.09%) of the EFL students state that they always use it. Besides the lowest percentage, 18.60% of the total occasionally consult a dictionary. The reliance on various new sources may explain the result of rarely consulting a dictionary.

Item11: What type of dictionary do you use most?

Options	Participants	Percentage
a-Monolingual dictionary	44	51.16%
b-Bilingual dictionary	42	48.83%
Total	86	100%

Table 2.11: The Most used Type of Dictionary among Learners

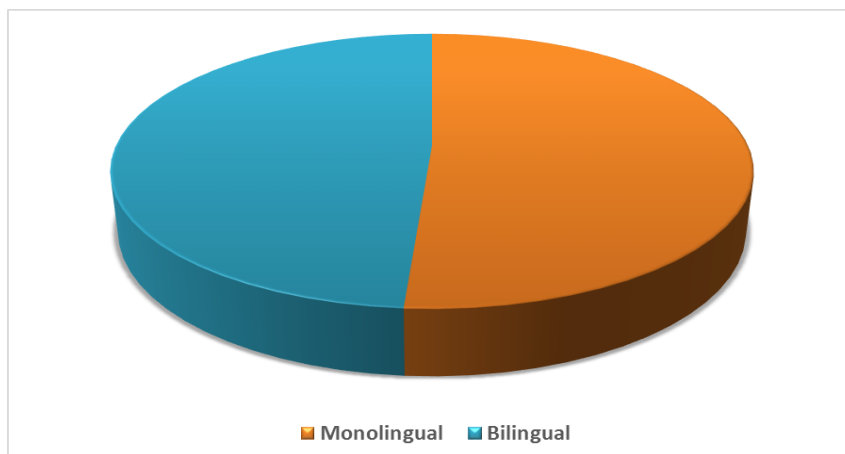


Figure 2.11:The Most Used Type of Dictionaries among Learners

According to the results shown in table 2.13, most students (51.16%) prefer to use a monolingual dictionary, while the remaining (48.83%) use a bilingual dictionary. Their learning approaches usually determine the type of dictionary used by EFL students. A monolingual dictionary provides more L2 definitions and explanations of terms, but a bilingual dictionary includes only word translations.

Item 12 : Which type of dictionary is more useful for EFL students ?

Options	Prticipants	Percentage
a-Monolingual dictionary	59	68.60%
b-Bilingual dictionary	27	31.39%
Total	86	100%

Table 2.12: EFL Learner's Choice of the Most Useful Type of Dictionaries

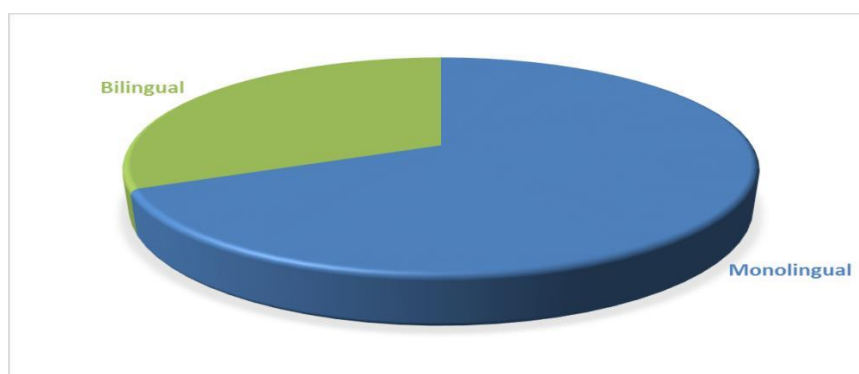


Figure 2.12: EFL Learner's Choice of the Most Useful Type of Dictionaries

Item 12 seeks to check the most useful type of dictionary for EFL learners. Table 2.13 demonstrates that more than half (68, 60) of the students select monolingual dictionaries, whereas (31, 39) choose bilingual dictionaries. This finding reveals that most of them find that monolingual dictionaries are more useful than bilingual for EFL learners because their level is significantly improved. Thus, it requires the use of a monolingual dictionary.

Item13: Do you prefer using paper dictionary or electronic one?

Options	Participants	Percentage
a-Printed	20	23.25%
b-Electronic	66	76.74%
Total	86	100%

Table 2.13: Learners' Attitudes towards the Form of the Dictionary

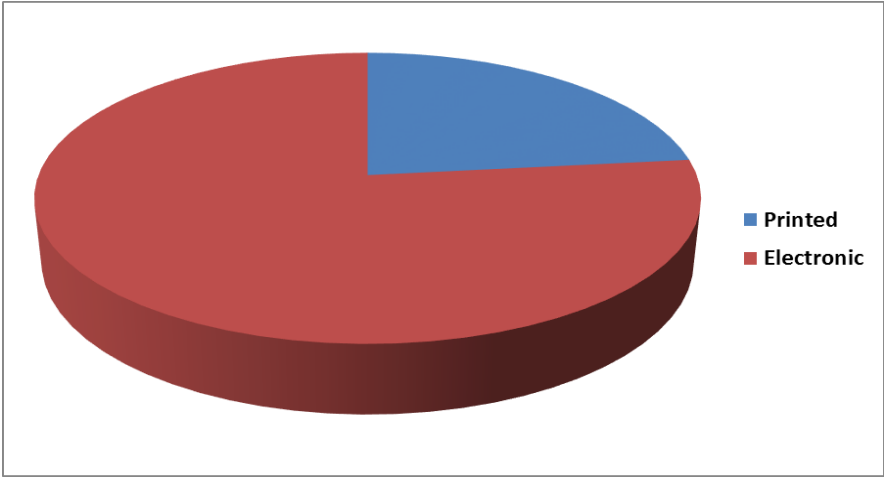


Figure 2.13: Learners' Attitudes towards the Form of the Dictionary

Dictionaries have either a printed or an electronic form. This item aims to; assess the best form of a dictionary according to learners. (76.74%)of participants prefer to use an electronic dictionary. On the other hand. (23.25%) of students use printed dictionaries. These

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results confirm that EFL students prefer electronic forms because it is easy to carry out and use. Students tend to use modern ways of learning rather than traditional ones.

- Justify your choice

Learners' answers suggest the following :

- Electronic dictionaries are more valuable and helpful, and easy to use.
- Electronic dictionaries are practical ; we use the phone all time.
- Electronic dictionaries are more accessible and more convent to use all time.
- Electronic dictionaries are not limited and show other synonyms and antonyms.

Item14:In the classroom,I use dictionaries in :

Options	Prticipants	Percentage
a-Translation	58	67.44
b-Reading	20	23.25
c-Writing	6	6.97
d-Listening	2	2.32
Total	86	100%

Table 2.14: Dictionary Use and the Different Types of Activities

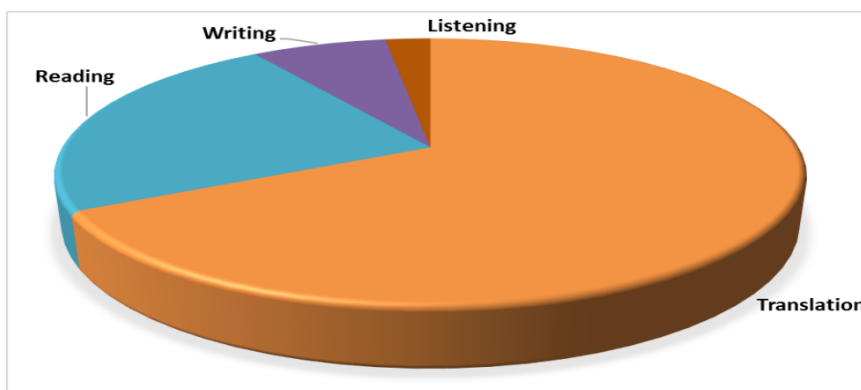


Figure 2.14: Dictionary use and the Different Types of Activities

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From this item, the main concern is highlighting the use of dictionaries in different activities by EFL students. 567.44 %° of them use dictionaries in translation activities. (23.25%) of them use dictionaries in reading activities, while only (6.97%) and (2.32 %) use them in writing and listening. This result confirms that students learn new words and lexical items better in translation and reading activities.

Item 15: At home, I use dictionaries:

Options	Participants	Percentage
a-While listening	3	3.48%
b-While watching	5	5.81%
c-While reading	64	74.41%
d-In free time	14	16.27%
Total	86	100%

Table 2.15: Learners' Dictionary Use outside the Classroom

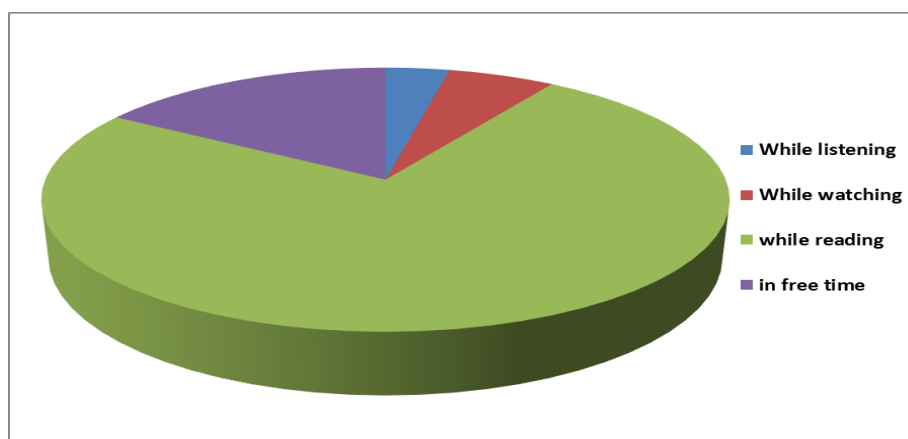


Figure 2.15: Learners' Dictionary Use outside the Classroom

Table 2.15 shows that (74.41%) of students use dictionaries at home while reading—the other (16.27%) in their free time. (5.31%) prefer to use dictionaries at home while watching. The majority of the sample (3.48%) select while listening. That is, many students

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tend to learn new vocabulary through reading activities rather than others outside the classroom.

Item 16: When I use dictionaries, I try to find:

Options	Participants	Percentage
a-Spelling	18	20.93%
b-Meaning	41	47.67%
c-Words etymology	1	1.1%6
d-Collocations	0	0%
e-Pronunciation	6	6.97%
f-All of them	20	23.25%
Total	86	100%

Table 2.16: EFL Learners Main Focus When Using Dictionaries

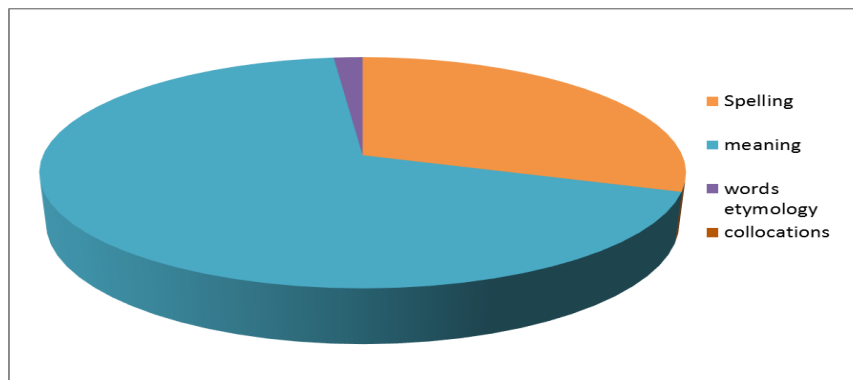


Figure 2.16: EFL Learners Main Focus When Using Dictionaries

This question aims to investigate the different options that the students mostly use. (47.67%) of the responses indicates that students use dictionaries to find the meaning of words. (20.93%) of the sample, use a dictionary in spelling. Only (6.97%) of them use dictionaries for pronouncing a word. On the other hand, (1.16%) of students select collocation.

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(20.93%) of the sample, use a dictionary to check all of them. From these results, learners are unaware of the other different uses of dictionaries besides looking for word meanings.

Item 17: Do you face any difficulties when using dictionaries?

Options	Participants	Percentage
a-Yes	12	13.95%
b-No	74	86.04%
Total	86	100%

Table 2.17: Learners' Difficulties when Using Dictionaries

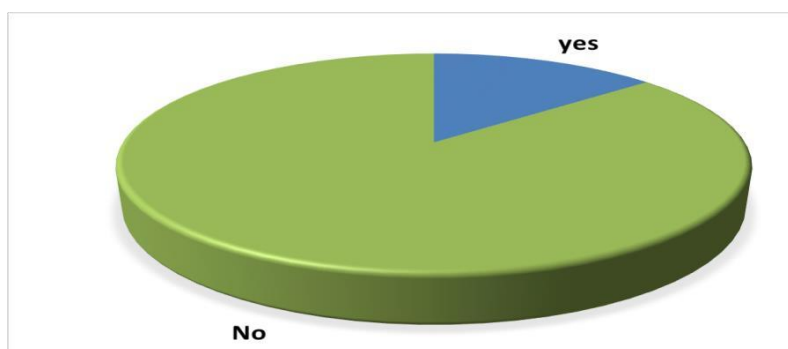


Figure 2.17: Learners' Difficulties when Using Dictionaries

It is clear from the table that most EFL students (86, 04%) do not face any obstacles when using dictionaries, and 13, 95% of them face difficulties when consulting dictionaries. Depending on these answers, most students are familiar with the correct strategies for using dictionaries.

Item18: When I look up a new word, I find it easily.

Options	Participants	Percentage
a-Always	24	27.90%
b-Sometimes	57	66.27%

c-Rarely	5	5.81%
Total	86	100%

Table 2.18: The Frequency of Learners' Ability to Look for New Words in the Dictionary

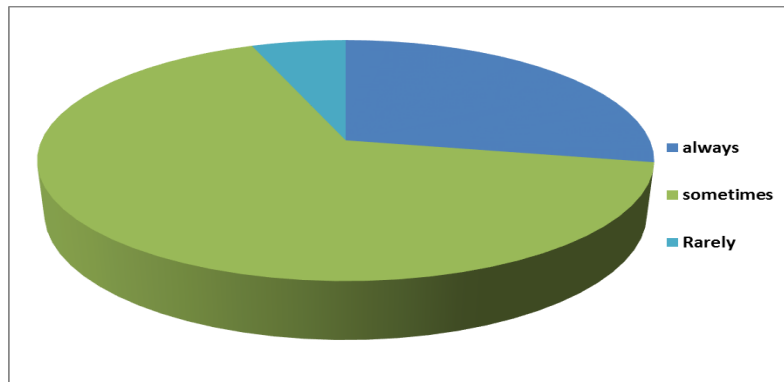


Figure 2.18: The Frequency of Learners' Ability to Look for New words in the Dictionary

As shown in table2.18, students with a percentage of (66.27%) sometimes find new words easily, whereas (27.90%) of them always find words a few members (5.81%) rarely find it hard to find new words. This result shows that not all dictionaries provide learners with the essential vocabulary they need, and not all learners are influential users.

Item 19: In the future, I would like to have more training on how I use dictionaries

Options	Participants	Percentage
a-Yes	67	77.90
b-No	19	22.09
Total	86	100%

Table 2.19: Learners' Willingness to have More Training on Using Dictionaries

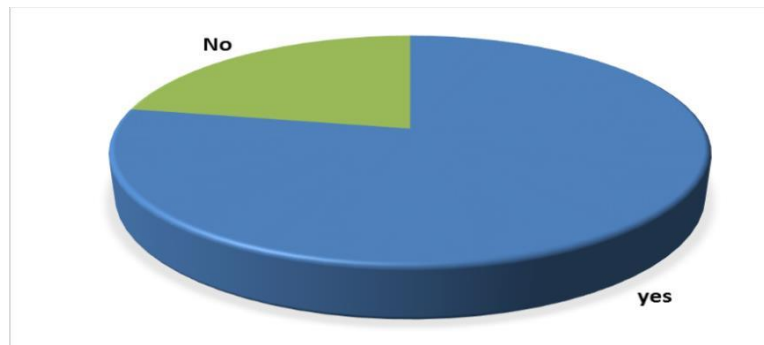


Figure 2.19: Learners' Willingness to have More Training on Using Dictionaries

From the above figure and table, the majority of learners (77.90%) agree to practice and have more training on dictionaries. In contrast (22.09%) of them, disagree with having training in the future. This finding proves that most students are familiar with the importance of dictionary use strategies.

2.5.Dissccusion of the Results

The students' questionnaire analysis indicates that second-year LMD students at M'sila university have a good perception and attitude toward using dictionaries inside and outside the classroom.

This research confirms that learners know the importance of dictionaries as essential tools in language learning. Therefore, most learners assert a relationship between dictionaries and motivation. This result may be supported by the idea that dictionaries provide a suitable atmosphere to participate and share ideas without the fear of making mistakes. Besides, many students agree that dictionaries help improve proficiency as they are used to promote achievement in vocabulary acquisition. Moreover, most learners state that dictionaries can simplify understanding the lesson content as it helps understand the subject better. These results can validate the influential role of dictionaries in EFL classes.

Concerning dictionary types, most respondents prefer a monolingual dictionary in its electronic form because It helps them discipline their thinking in the English language instead

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of translating words and concepts from their mother tongue. Furthermore, electronic dictionaries are easier to use than printed ones since they include all the necessary information about words meaning, collocation, etymology, synonyms, and antonyms. In addition, Students mainly check meanings and look up the definitions because not all students are familiar with the other uses and opinions provided by dictionaries about a particular word.

According to the students' answers, many learners state that they use a dictionary in translation and reading rather than the other tasks and activities. This answer may interpret the efficiency of dictionaries in facilitating difficulties. From the findings obtained in this research, it is concluded that learners agree to have more training on dictionaries in the future because they have a good attitude regarding the necessity of using dictionaries in learning English as a foreign language.

Finally, it is highly believed that dictionary use strategies, one of the cognitive strategies, should be given significant attention by teachers. Teachers should thoroughly acknowledge the situation in which students lack systematic knowledge and procedures for employing dictionaries in their teaching practice and create preparations to train them in this area accordingly. The dictionary is the most successful and essential tool in language learning. The explanations and illustrations provide context for non-native English speakers to determine the meaning and conventional usage of words and offer the further distinction of meanings to tell learners how to speak and write in that language.

2.6.Summary of the Findings

In light of the results obtained from the questionnaire administered to second-year LMD students at Msila university, the findings of this study are the following :

- Most learners have positive attitudes toward using dictionaries in language learning.
- Dictionaries are valuable educational tools that provide learners with opportunities to enhance their vocabulary knowledge.

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- Dictionaries can promote the students' motivation to learn English.
- Dictionaries help improve learners' proficiency and participation in the classroom.
- Dictionaries as an educational strategy help simplify the lesson content.
- Dictionaries have several functions and options that aid students in accomplishing different activities, especially reading and translation.
- Learners prefer to use a dictionary to guess the meaning of a word and spelling more than consulting a dictionary for words collocation and etymology.
- Most learners use dictionaries outside the classroom while reading.
- Electronic dictionaries and monolingual dictionaries gain much more popularity among second-year students at Msila university than printed and bilingual ones
- A considerable number of second-year learners still use bilingual and printed dictionaries.
- Many EFL learners do not have difficulties when using dictionaries.
- Second-year students at M'sila University agree to have more training on dictionary use.

3. Pedagogical Implications

This research provides several significant findings and .implications which may be significant in the realm of education for both teachers and learners ; based on the results obtained from this study, each student has a unique set of skills. Thus, teachers should teach their students about the various types of dictionaries and their differences. They should be aware of their students' needs to direct them to the appropriate kind of dictionary and provide them with what best suits their attitudes. Therefore, there will be more freedom to use dictionaries in their learning process.

In addition, teachers should also consider the fact that the majority of learners have a positive attitude toward electronic devices. Hence, they have to devote time to teaching them

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how to consult electronic devices and get an advantage not just from meanings but also to improve their pronunciation. Teachers also must stress the significance of dictionaries in everyday life through giving exercises that require the use of dictionary consultation. Besides, they have to discuss the benefits and drawbacks of various dictionaries.

This should be considered when deciding on the best type of dictionary for a given situation. Although bilingual dictionaries exist, they may not be as comprehensive as a monolingual dictionary for students who do not have a limited vocabulary range. Hence, the bilingual dictionary is quite valuable and well-known. Consequently, educators must motivate and train students to use the monolingual dictionary. They need to provide them with practical strategies to use dictionaries well.

Conclusion

The current chapter presents the research method, description, analysis, and discussion of the results collected through a questionnaire. Both parts of the questionnaire are designed to learn about the students' perspectives and attitudes on dictionary use. According to the study's findings, Some pedagogical implications and recommendations are discussed and presented.

**GENERAL
CONCLUSION**

GENERAL CONCLUSION

In order to acquire vocabulary in a foreign language, dictionaries are considered valuable and trustworthy resources. They have always been crucial educational tools in language learning. In that regard, This research casts light on the importance of dictionaries as an enhancing tool for language learning. Furthermore, it explores the learners' choices and preferences regarding a particular kind of dictionary.

A descriptive method has been adopted to conduct an exploratory study on dictionary use. Besides, a questionnaire has been submitted to address the second-year LMD students of English at Mohamed Boudief University of M'sila to explore students' perceptions and practices towards using dictionaries.

This study includes two chapters. The first chapter deals with this study's theoretical background. It tackles the dictionary types, importance, strategies of dictionary use and its relation to the language learning process, while the second chapter deals with the analysis and discussion of the data collected.

Based on the discussion and the current investigation results, EFL students have positive perceptions and practices towards using dictionaries inside and outside the classroom. They believe that monolingual dictionaries are more effective than the other types. Moreover, learners assert that dictionaries help them achieve better in the process of vocabulary acquisition when they encounter new words in reading and translation activities. Through these results, the research hypotheses are logically and practically confirmed: dictionaries positively facilitate language learning and help in enhancing enhance students' vocabulary. Thus, learners have good experiences with learning English via dictionaries.

To conclude, the present study holds much promise for several pedagogical implications that can be invested to help students effectively develop their vocabulary in

language learning as well as helps teachers consider their learners' abilities when using dictionaries. Therefore, teachers should assist students in using dictionaries effectively.

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APPENDICES

Appendix 1: Student's Questionnaire

Dear students,

You are kindly asked to respond to this questionnaire, which is an attempt to gather some information about EFL learners' attitudes, perceptions, and practices towards using dictionaries inside and outside the classroom. We would be so grateful if you could sincerely answer the following questions.

Thank you for your time and collaboration.

Section One: General information

1. Specify your gender

-Male

- Female

Section Two: EFL Learners' Attitudes and Perceptions towards the Use of Dictionaries

2. To what extent do you consider using dictionaries important in language learning?

a- To a high extent

b- To some extent

c -To a low extent

3. Dictionaries are good tools for enhancing vocabulary learning.

a-Agree

b-Strongly agree

c- Neutral

d-Disagree

e- Strongly disagree

4. There is a relationship between dictionary use and motivation /participation in class.

a-Yes

b- No

5. Dictionaries help improve proficiency.

a- Agree

b-Strongly agree

c- Neutral

d- Disagree

e -Strongly agree

6. Learning vocabulary using dictionaries is :(choose)

a- An educational strategy

b- An entraining strategy

c- Both

d -A waste of time

7. Dictionaries can simplify understanding the lesson content.

a-Yes

b- No

Section three: Dictionary use and practices

8. When you encounter an unknown word in a learning session, do you:

a-Try to understand its meaning through the context

b- Ask teachers

c -Check the dictionary

d- Ask your classmates

e -Ignore it

9. How often do you consult an English dictionary inside the classroom?

a- Always

b –Often

c - Occasionally

d-Rarely

10. How often do you consult an English dictionary outside the classroom?

a- Always

b - Often

c- Occasionally

d- Rarely

11. What type of dictionary do you use most?

a -Monolingual

b-Bilingual

12. Which type of dictionary is more useful for EFL students?

a- Monolingual dictionary

b- Bilingual dictionary

13. Do you prefer using a paper dictionary or an electronic one?

a- Printed

b-Electronic

Justify your choice, please

.....

14. In the classroom, I use dictionaries in :

a- Translation

b- Reading

c- Watching

d- Listening

15. At home, I use a dictionary:

a- While Listening

b-While Watching

c -While reading

d- While times

16. When I use a dictionary, I try to find:

a-Spelling

b – Meaning

c -Words etymology

d- Collocations

e- Pronunciation

f -All of them

17. Do you face any difficulties using dictionaries?

a- Yes

b- No

18. When I look up a new word, I find it easily:

a-Always

b -Sometimes

c-Rarely

19. In the future, I would like to have more training on how I use dictionaries

a -Yes b-No

الملخص:

تعد القواميس أدوات مهمة لتعلم اللغة الأجنبية لأنها تزود المتعلمين بمعلومات أساسية حول جميع جوانب اللغة، مثل علم الأصوات، علم التشكل، النحو، علم الدلالة، وعلم أصل الكلمات. وفي هذا الصدد، تبحث الدراسة الحالية في تصورات المتعلمين، وآرائهم، وممارساتهم تجاه استخدام القواميس داخل و خارج الفصل الدراسي. بالإضافة، هذه الدراسة تسلط الضوء على استراتيجيات استخدام القاموس وتزود الأساتذة بمعلومات حول اهتمامات الطلاب واختياراتهم للقواميس. ومن أجل تحقيق هذه الأهداف، تم توزيع استبيان على 86 طالبا من طلاب السنة الثانية بجامعة المسيلة. ونتائج هذا الاستطلاع تظهر أن لدى المتعلمين مواقف إيجابية تجاه استخدام القواميس. علاوة على ذلك، يمكن أن تكون القواميس أداة فعالة لتعزيز مفردات تعلم اللغة وكفاءة المتعلمين. ووفقاً للنتائج، فإن القواميس أحادية اللغة والإلكترونية هي أكثر الأنواع شيوعاً و الأكثر استخداماً. تظهر إجابات المتعلمين أيضاً أنهم يستخدمون القواميس في الغالب في الترجمة و القراءة، بغض النظر عن الأنشطة الأخرى. بالإضافة إلى ذلك، يستخدم معظم الطلاب القواميس للتحقق من معنى الكلمات مع إهمال جوانب اللغة الأخرى. وفقاً لهذا البحث، يجب على معلمي اللغة الإنجليزية توفير تدريب مستمر على استخدام القاموس في تعلم اللغة الإنجليزية كلغة أجنبية .

الكلمات المفتاحية: تعلم اللغة الإنجليزية كلغة أجنبية ، القواميس إلكترونية، القواميس أحادية اللغة.