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Using Electronic Dictionary Strategy in Teaching English Vocabularies for EFL Students

ABSTRACT

Modern dictionaries contain detailed information and are easily accessed and comprehended more than before. Electronic dictionaries (EDs) grow more and more important and attractive, satisfactory and well-liked for English teachers and learners at all levels. The use of electronic dictionaries in teaching English as a foreign language and in English classes has grown to be a substitute to a lot of students and teachers. For teachers, helping students to effectively use electronic dictionaries is regarded as one of the best means towards making them independent learners of lifelong language. This study investigates the effects of using electronic English dictionaries strategies to improve English learning especially vocabulary learning, 50 students of the third stage of EFL students in Geography department which is (unspecialized in English) at Tikrit university were chosen, to be divided in to two groups, control and experimental one. And the researcher allowed students in the experimental group to use electronic dictionary, while the students in control group received the traditional instruction.

Post-test applied to obtain the results, and to release to what extent electronic dictionary strategies help students in vocabularies learning, a questionnaire was designed and administrated also to forty-five students to measure to what extent such strategy would help students vocabularies' learning. Results showed a significant difference between the two groups. Dictionaries using effectively contribute to improve learners' learning vocabulary. That the functions of electronic dictionaries strategy are affected experimental students' performance in achievement test. This study also provides pedagogical implications for utilizing EDs as an effective learning tool.

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Chapter One: Introduction:

1.1. Statement of the Problem:

English learning is considered to be one of the most significant challenges faced by Bachelor's students of unspecialized departments such as Geography departments. It requires extensive effort both inside and outside of the classroom. For this reason, language instructors often try to facilitate the process of English learning through assisting the students to become independent foreign language learners (Cohen, 2014:26).

EFL students encounter many difficulties in achieving the required level in learning, resulting weakness in the use of the English language. Albosaif (2011:20) confirmed that the weakness in and the insufficiency of the EFL learning are a result of many factors, the most important of which is the lack of vocabulary.

Vocabulary plays an important role in learning English language, as it measures the level of language that is intended to be learnt that the "acquisition of effective writing skills" is necessary for the society of today (Castells ,2013:221).

Chen (2009: 95) pointed out, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

As a result, effective instructors always place special emphasis on vocabulary learning. Most competent EFL teachers struggle with the implementation of effective vocabulary teaching methods. This is why various strategies have emerged to improve EFL students' vocabulary learning. Baki (2011:89) described three vocabulary learning/teaching methods, namely Contextual Clues, Dictionary Strategy, and Computer Assisted Language Learning (CALL)in learning vocabulary among ESL learners.

Baki concluded that the advantage of the dictionary strategy in achieving the number of words required is a significant aid to learning and improves the immediate recall of the vocabulary. Many studies and researchers have focused on the importance of using the dictionary strategy in teaching/learning vocabulary. (ibid)

Various types of dictionaries are available to assist the EFL student and the teacher when learning/ teaching vocabulary. While Electronic Dictionaries provide translations, supply pictures, and monolingual dictionaries provide the learners with in-depth information about the meaning of the unfamiliar word. Moreover, the existence of " electronic dictionaries" may make it very easy to learn a foreign language that it is pronounce the words.

1.2. Aims of the Study:

This study aims at:

1. Investigate the use of the electronic dictionary strategy to improve EFL students' vocabulary learning in Geography department.
2. Finding out whether there are significant differences between the results of posttest of the two groups statistically.

3. Determine the attitude of students towards using the electronic dictionary strategy to improve vocabulary learning.
4. Finding out whether or not the students have the ability to use an electronic dictionary.

1.3. Hypothesis of the Study:

In order to fulfill the aims of the current study, it is hypothesized that:

1. The using of electronic dictionaries would improve EFL students' vocabularies learning.
2. There is no statistically significant difference between the results of control group and experimental group in the posttest.
3. There is a good students' attitude toward using the electronic dictionary strategy to improve EFL students' vocabulary learning.
4. EFL students don't have the ability to use an electronic dictionary.

1.4. Limits of the Study:

1. The study has been conducted in college of Arts at Tikrit University and the sample is the students of Geography Department includes 3rd year during the second semester of the academic year 2018/2019.
2. Using a definite technique (the electronic dictionary strategy) in the teaching /learning of English vocabulary.

1.5. The Plane of the Study:

To fulfill the objectives of this study the following procedures are to be followed:

1. A general survey of using the dictionary strategy in teaching/learning vocabulary has been conducted.
2. A group of 50 students have randomly been selected as the sample of the study of Geography department, third year, Tikrit university. And divided into two groups, control group and experimental group.
3. The experimental group has been exposed to learning English with using electronic dictionary strategy.
4. Both groups are exposed to a post-test to find out whether the study strategy has any impact on students' vocabulary learning.
5. A questionnaire was designed and administrated to forty - five students to measure to what extent such strategy would help EFL students' vocabularies' learning.
6. Data of the post-test, results, questionnaires have been presented, and have been analyzed on the basis of which conclusions and recommendations have been given.

1.6. Definitions of the Basic Terms:

In this study, some terms need to be defined for the purpose of clarity and accuracy. These terms are:

Electronic Dictionary: is any reference material stored in electronic way, from that gives information about the spelling, meaning, or use of words. From this definition, (ED) is a glossary of words with their significances

in digital form and can be accessed through a number of different media (Nesi, 2009:475).

Dictionary Strategy: it is a cognitive strategy, that learning vocabulary through dictionary, students could find very clear usages of a new word, useful expression and fixed phrases of the word, the sentences with that word and even a picture of a word in the dictionary (Bai,2018:854).

Vocabulary: A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge (Wikipedia: Vocabulary,2019).

Chapter Two: Theoretical Background:

2.0. Introduction:

People in the 21st century use and play with electronics. They spend many hours every day using different types of mobile phones, computers, and iPods. Teaching and learning processes have to make use of what learners already know from every possible perspective. Educational instruments, technological inventions, and personal factors must be integrated to reach the desired results. Among various "language learning strategies," the strategies of vocabulary learning play a significant role in language learning, particularly with regard to a second language.

2.1. The Acquisition of Vocabulary and Dictionary:

The acquisition of vocabulary plays a very significant role in learning foreign language. If language teachers and learners have no sufficient range of vocabulary and vocabulary utility, they will be confused in various tasks of language, particularly in reading and listening.

Yet by means of utilizing a dictionary, students for sure will be more enthusiastic and eager to learn new, unknown and strange words by themselves, though there is a need for certain trainings on the way of using dictionaries (Luppescu,1993:263).

Moreover, the acquisition of vocabulary is found to be enhanced among the students who consult and check with dictionaries for new vocabulary in their activities of reading and listening (Hulstijn,1996:328).

2.2. The Improving of Vocabulary Mastering and Dictionaries:

Dictionaries often supply information about the language not found elsewhere. Dictionaries often supply information about grammar, usage, status, synonym discrimination, application of derivative affixes, and distinctions between spoken and written English not generally treated in textbooks, even in a rudimentary fashion (Marckwardt,1973:125).

Dictionary has traditionally been a widely used tool by foreign language students, both in their self-process of vocabulary acquisition and in trying to understand spoken or written language. Miller pointed out that EFL learners can use the "English learners' dictionary" as a ready-made tool for enhancing their acquisition of vocabulary (Miller, 2006:440).

The importance of consulting a dictionary, among various other strategies for dealing with vocabulary, that the use of dictionary tasks in classrooms may enhance autonomy level of the learners. This is mainly due

to the fact that using a dictionary requires the learners to be exposed to diverse aspects of words within a word group, gain more words and attain higher reading comprehension scores than students who use guessing strategy. which has a notable effect on the vocabulary learning of EFL learners (Khoosf, 2014: 44).

2.3. Printed Dictionaries VS. Electronic Dictionaries:

Nowadays a lot of academic students have matured in a world always linked to the Internet as they assume and may communicate and correspond with their peer students or even their teachers through Internet applications (Castells,2000: 126).

These technologies have brought with them new shapes of electronic knowledge and cognition, i.e. literacy. Bax (2003.16) argues by saying **"language learners and teachers are increasingly using new technologies for writing on a computer, searching and reading for information on the Internet, communicating via email and text message, doing language tests, and meeting with native and non-native speaking peers and collaborators with the aid of web camera"**. Electronic dictionaries are among these new technologies and gain popularity as an instrument for EFL learners all over the world (Chen,2007:146).

EDs are portable devices serving as digital forms of all types of dictionaries. They exist in several forms such as dedicated handheld device, applications on mobile devices, CDs or DVDs and online products. They vary in functionality from general single-language dictionaries to very specific, terminology-based dictionaries for medical, legal, and other professional languages. Due to the advancement of technology, the features of EDs have also increased and improved (ibid).

Many EDs are equipped and supplied with text-to-speech and speech-to-text capacities, interactive vocabulary games, vocabulary journal, data transportation and internet access. Recently, EDs are available on mobile devices such as smart phones and tablet computers. One of the differences between the conventional paper dictionaries and EDs is that the number of vocabulary items in EDs surpasses the number in paper dictionaries. There are also other distinctive features not found in paper dictionaries, including interactive learning functions like vocabulary games, speech features, and reference book. Obviously, EDs are faster in searching speed, of lighter weight, smaller size and more mobile than paper dictionaries (Zheng and Wang,2016:146).

2.4. Advantages VS. Disadvantages of Using Electronic Dictionaries:

Al-Seghayer (2001: 204) indicated that ED is more useful than PD in learning and possessing vocabulary. There are also many advantages in the usage of ED in learning and retention of vocabulary, for example the speed of searching an unfamiliar word is definitely so fast. The use of internet dictionary is hoped to help users searching the definition of a word faster regardless of place and time. Moreover, the visual effects and features of electronic dictionary can be the motivator for using an

electronic dictionary. As a result, it proved to be a better learning tool, since it 33 enriches both vocabulary learning and recall. Electronic dictionaries offer a wide range of benefits for EFL students, including possibility of conducting quick searches, enhancement of the input provided for students, and recognition of different learning styles and strategies. As an EFL student, the writer also experienced the same thing as the previous case. The writer merely uses the electronic dictionary for searching the unfamiliar words. Besides it is easy to operate.

According to Wang and Zheng (2016: 156), electronic dictionaries can prevent students guessing skills and contextualized thinking in vocabulary acquisition, electronic dictionaries can cause distraction. It often takes place when students use electronic dictionaries in the classrooms, electronic dictionaries can also be very disturbing when students use them in the classroom.

2.5. Previous Studies:

EDs are popular and well-known in particular with EFL students, mainly in South and East Asian countries due to the similar educational systems, emphasizing more on precision instead of guessing in EFL teaching and learning.

Perry's study (2003:166) found that 83% of the students mentioned that they would favor using EDs compared to the usage of paper dictionaries.

Midlane (2005: 45) made a world online survey of EFL learners' use of EDs in classroom. The survey concluded that students from eastern Asian countries were more eagerly to utilize EDs in class in comparison to other parts of the world. Many EFL learners in Japan preferred to use EDs. He also conducted an online questionnaire survey on EFL/ESL teachers' attitude towards EDs. The survey included 210 respondent's all over the world, most of them have more than 10 years' experience in EFL/ESL teaching. Midlane also argued that the utility of EDs might be regarded as an autonomous approach to EFL learning.

It was revealed in some researches that EDs have positive effects on teaching and learning EFL. In Korat and Shamir's study (2006:112), it was shown that students' utility of EDs proved a positive effect on language learning in a read-with-dictionary task compared to a read-only task.

While in a study conducted by (Park, 2006:30) for university students in Korea, the researcher discovered that teacher's guidance on how to utilize EDs has a significant effect on students' positive attitude towards using them. It was also discovered that the absence of dictionary skills among EFL learners at primary and intermediate level could obstruct their way from finding the meanings of culturally related or terminological words and phrases.

Chapter Three: Methodology:

3.1. The Experimental Design:

The design of this study shows that the participants exposed to a test in to groups after the course of study continued for six weeks with different treatment through the course as shown in Table (1).

Table (3.1) The Experimental design

Group	Independent variable	Test
Experimental	Electronic dictionary strategy	Post test
Control	Traditional strategy	Post test

3.2. Population and Sample of the Study:

The population of present study involves male and female students at College of Arts, all departments of the College, the sample of the study is the students of Geography department (unspecialized in English language) of third grade which consists 50 students ranged from 19-22.

They all had been studying English for about 2 years at collage level. Randomly divided into, 25 students were in control group and 25 students in experimental group. EG allowed to use EDs and CG received the traditional instruction in teaching English.

3.3. Instrument:

The course study that used in this study is New Headway Plus English book (pre-intermediate level). The experimental procedure consisted of two stages:

- Treatment, and post-test.
- The questionnaire.

3.4. Treatment:

The participants exposed to the treatment of the study which took 6 sessions. In the first phase, the researcher divided students in to two groups. Then asked students to install the EDs if they did not have it, on their phones. Researcher asked students to used their EDs in lectures for helping them to explore meanings of new words in the all parts of the lesson moreover she asked them to work in teams to systemize the answers and translate four lines from the passage in each lesson for six weeks.

The researcher guided the whole activity. Students in CG, on the other hand, received the normal instruction of the same textbook and its passages and materials in textbooks, but without using online dictionaries, they depend on teacher information for the new words.

3.5. The Posttest:

The test was administered immediately after the last treatment session, in test session, the participants received the test without being informed to prepare themselves. The test contains a multiple-choice question, matching question, choosing the odd word question, and make sentences with target word question as shown in appendix (A).

Each question contained 5 items one mark for each item. The participants should answer in 30 minutes under the supervision of a teacher. post-test was administered in order to assess the participants'

memory and their performance in vocabularies learning. It has been administrated to both groups. See table (3.2).

Table (3.2) Posttest Description

Question	Description	Items number	The Goals
Q1	Multiple-choice	5 items	Measuring vocabulary mastery, only meaning is tested
Q2	Matching items	5 items	Testing the meaning
Q3	Odd word	5 items	Meaning is being tested, and more interesting to do
Q4	Write a sentence	5 items	Check the testee's knowledge of English fairly well

3.5.1. Validity of the Posttest:

To ensure face validity, the test and rating scales have exposed to a number of experts who are specialized in language teaching, they are asked to determine whether the test can be considered practicable and really help to find out the effect on students' achievement, and after long discussion with them reveal that they all agree on face and practicality of the tests.

The test yields content validity since all parts are constructed according to an accurate specification of the content and according to the test map.

3.5.2. The Reliability of the Test:

The method that has been used for estimating the reliability of the test is Alpha- Cronbach formula, where the reliability coefficient is found out to be (0.82) and it is good according to Cortina. (1993:101)

3.6. Analysis of the Test Items:

The analyzing of difficulty level and discrimination power as follows:

3.6.1. Difficulty Level:

The difficulty level is defined as the ratio of the students who answered each item correctly (Ebel, 1972:200).

The difficulty level of items of the posttest in the current study ranges between 0.30 to 0.72 as shown in Appendix (B).

3.6.2. Discriminating Power:

According to Ebel the reliability of each item should be within the average of 0.30 to 0.70 in order to be acceptable. (1972:202). The obtained discrimination power of the test items ranged between 0.35 to 0.75, as shown Appendix (B).

3.7. The Questionnaire:

Students were selected based on their responses to the questionnaire, they represented the sample in terms of (electronic dictionary use). The questionnaire included 10 closed items (Likert-scale items, yes-no items, and multiple-choice items), open-ended items, and items on background information.

The questionnaire was written in a very simple language, so that they could complete it within a reasonable time and understand it well with

minimal confusion, with detailed explanation by the researcher. the questionnaire asked students if they have electronic dictionary, whether they owned EDs; how often they used EDs; and for what purposes they used EDs, later asked the students about the frequency in their use of dictionaries, as shown in appendix (D).

3.7. Statistical Tools:

The following statistical tools are used:

1. T-test formula for two independent sample is used to find out if there is a significant difference between the two groups in post test results.

The following formula is used:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{(n_1+n_2)-2} \times \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

(Mousavi, 1999:295).

2. Percentage of questionnaire responses:

The aim of using this formula is to prove whether that the objective of each item has been achieved or not, by a comparison between the percentages of answers. And to determine the rate of the willingness of the new medium.

$$X_{\%C} = \frac{100 R}{T}$$

Where: $X_{\%C}$ = percentage correct answer, R= number of correct or incorrect answer, T= the whole sample

(Mousavi, 1999:265).

3. Pearson correlation coefficient formula is used to calculate the reliability coefficient of test, using the split-half method. (ibid)

4. This formula is used to measure difficulty level:

DL =

Where $\frac{H_c + L_c}{N}$ Hc= High correct, Lc= Low correct, N= student number

(Bloom, 1971: 181).

5. This formula is used to compute the discrimination power of the test items:

$$DP = \frac{R_u - R_L}{1/2T}$$

Where

R_u = the number of testees in the upper group who get the items right.

R_L = the number of testees in the lower group who get the items right (ibid).

Chapter Four: Analysis of Data and Discussion of Results:

4.1. Analysis of the Collected Data:

The students' responses to the test items and the questionnaires have been analyzed statistically as follows:

4.1.1. Achieving the First Aim & Verifying the First Hypothesis:

In order to achieve the first aim, namely: Investigate the use of the electronic dictionary strategy to improve EFL students' vocabulary learning in Geography department. The following steps have been taken:

1. Divided the results of students to three groups depends to their marks in the posttest as: See the appendix (C).

- Students who get one mark to 7marks would be classified as group A

- Students who get 8 marks to 13 marks would be classified as group B

- Students who get 14 marks to 20 marks would be classified as group C

2. Comparing the students' performance in the posttest due to the classification of the three marks' groups in CG and EG to investigate whether the use of electronic dictionary strategy effects students' attitude or not. As shown in Table (4-1).

Table (4-1) The result of the Two Groups in the Posttest

Groups	A From 1 to 7	B From 8 to13	C From 14 to 20
Percentage of student's number of Control G.	52%	36%	3%
Percentage of student's number of Experimental G.	24%	28%	48%

The total number of posttest students is 25 in CG and the same in EG. And the total mark is 20, The percentage of students who classified to be in group A constitute 52% in CG while 24% in EG which means the half percentage, the percentage of group B constitute 36% in CG and 28% in EG which means students' performance in this classification lower than CG, but what clarify the whole process is the percentage of EG students in group C constitute 48% that means half the number of students in EG get marks from 14 to 20 while the percentage of CG only 3% to be classified in group C.

These results indicate that the use of the electronic dictionary strategy effects students' vocabulary learning positively. Therefore, the first hypothesis which states; The using of electronic dictionaries would improve EFL students' vocabularies learning, is accepted.

4.1.2. Achieving the Second Aim & Verifying the Second Hypothesis:

In order to achieve the second aim of this study, namely: Finding out whether there are significant differences between the results of posttest in the two groups statistically. The average score, standard deviation and t-value of the t-test formula for two independent samples are employed, to verify the differences in performance of the students in the CG and EG.

It is found that the average score of the students' performance in the CG is 48,30(Y) and EG is 69(X) with a standard deviation of the difference is 6.74, as shown in Table (4-2). The aim of the post test is to know the

students' improvement in memorizing new vocabularies through the use of online dictionaries as media.

Table (4-2) The Results of CG and EG in the Posttest

Mean score	SD	MD	SEMD	Df
Y=48,30	6.74	13,5	1.30	29
X=69				

SD= Standard Deviation of two variables (X, Y).

MD= Mean of Difference (X-Y).

SEMD= Standard Error of Mean difference.

Df= Degree of freedom.

The result of CG and EG in post-test showed a significant difference, based on the calculation above, the mean score of CG is 48,30 and EG is 69. It means that teaching English by using online dictionaries is effective in improving students' English vocabulary learning. It was proved by the mean score of EG are higher than CG. In addition, the result of data analysis showed that t-table at significant level of $\alpha = 0.05$ is 1.30. Thus, it can be stated that t_0 was higher than t-table ($1.30 > 0.05$) the value of distribution table at 29 as degree of freedom.

In line with this, it appears that using EDs is effective in improving students' performance in English vocabulary learning. Therefore, the second hypothesis which states; There is no statistically significant difference between the results of CG and EG in the posttest, is rejected.

4.1.3. Achieving the Third Aim & Verifying the Third Hypothesis:

In order to achieve the third aim of this study which is, Determine the attitude of students towards using the electronic dictionary strategy to improve vocabulary learning.

Percentage is employed, to verify the students' responses at the questions of the questionnaire. The results presented here came from 45 students who completed a questionnaire.

Table (4-3) The Result of the Questionnaire

N.	Questionnaire Items	Responses Options							
		a		b		c		d	
1	Do you own an electronic dictionary?	yes	77 %	no	32 %				
2	If you don't own an electronic dictionary, why not?								
3	How often do you use your dictionary	Daily	10 %	4to5 times	33 %	Several times	32%	Les s ofte n	25%
4	What percentage of unknown words do you look up?	More than 90%	3%	70-90%	55 %	50-70%	32%	Les s than	10%

								50 %	
5	Are you satisfied with your electronic dictionary?	Satisfied	45 %	Somewhat	38 %	Dissatisfied	11%	other	
6	I use a dictionary to find out all the meanings of a new word.	yes		no					
7	I increase my vocabulary by using a dictionary	yes		no					
8	I scan nearby entries of the unknown word that I looked up to find out related words.	yes		no					
9	I scan the entry to obtain useful information about a word beyond that which initially motivated the look-up.	yes		no					
10	What are the perceived strengths and weaknesses of your electronic dictionary?	Strengths		Weaknesses					
		68%		30%					

Overall, 77% of the 45 students owned an electronic dictionary (ED); however, when including only English, the percentage of ownership was slightly higher (77%). Many of those who did not own an ED reported that they did not own one because of they do not care about such programs. 10% of the students reported using a dictionary daily, 33% of the students 4 or 5 times a week, 32% of the students 2 or 3 times a week, 25% of the students once a week, that means the highly percent is for students using EDs 2 or three times a week, as they have two lectures per a week.

On the whole, 3% of the students reported consulting a dictionary for more than 90% of unknown words, 55% for 70-90% of unknown words, 32% for 50-70% of unknown words, and 11% for less than 50% of unknown words, when they were reading a text to prepare for their English classes.

Students in all focus showed positive attitudes and healthy perspective toward mobile dictionaries through stressing out the importance of using it in learning new vocabularies. Therefore, the third hypothesis which states: There is a good students' attitude toward using the

electronic dictionary strategy to improve EFL students' vocabulary learning, is accepted.

4.1.4. Achieving the Fourth Aim & Verifying the Fourth Hypothesis:

In order to achieve the fourth aim of this study which is: Decide whether or not the students have the ability to use an electronic dictionary.

The percentage of students who marked each of the perceived disadvantages was very low compared with the percentage of those who marked each perceived advantage; some students even left this section completely blank; this suggests that students were highly satisfied with their EDs.

The perceived strengths and weaknesses of EDs found that the major advantages of EDs to be their portability (91%) and speed of searching (90%) Students can look up a word faster in an ED because they can access it by directly typing it. They even do not have to type whole letters; instead, they can type the first letters and choose the word from a list of words beginning with these letters. In addition, this study revealed other advantages, such as the ease in changing from one dictionary to another (71%), and the capability of looking up words that students were not sure how to spell (36%). Moreover, this study identified other perceived advantages such as the capability of recording the words looked up, the availability of an idiom search function and the availability of multiple dictionaries.

Along with these perceived advantages, this study also identified the perceived disadvantages of EDs, These perceived disadvantages included the unavailability of diverse examples (39%), the lack of detailed grammatical information (32%), the lack of usage information (27%), the small screen, the limited number of headwords (16%), and breakability (9%).

For these percentages, this finding may suggest that EDs are more helpful for increasing the number of instances where a dictionary is taken out rather than for increasing the number of times that the dictionary is used during each instance. Therefore, the fourth hypothesis which states: EFL students don't have the ability to use an electronic dictionary, is rejected.

4.2. The Results:

The methodology of teaching English language displayed many types of methods, that can be applied in teaching all of English language aspects at Geography Department to study English language. One of the most interesting and beneficial methods is use of online electronic dictionaries, this method was very effective. It motivated students to learn and participated in the lecture and they try to communicate with the English language and forget their barrier of shame.

The data obtained from the test and the questionnaire which analyzed statistically by using statistic calculation. It is confirmed that learners who use dictionaries to find the meanings of words while they are engaged in reading and listening improve their learning vocabulary.

The students appreciated the availability of multiple dictionaries. They took advantage of the multiple dictionaries, including not only English dictionaries but also a Arabic dictionary or dictionaries of other foreign languages. When they purchased their EDs, they took the kinds of dictionaries available into consideration Multiple dictionaries seemed to be particularly helpful because a jump function allows the user to move from one dictionary to another, the finding that most users did not consult a monolingual dictionary.

4.3. Conclusion:

As electronic dictionaries (EDs) grow ever more attractive, accepted and popular among EFL learners at all levels, the use of EDs in EFL classrooms has increasingly grown as a substitute to many. It seems as a type of dictionary that the most important role of pocket EDs is to present and provide a prevalent and fast substitute to traditional paper dictionaries, so as to ensure that language learning activities inside and outside classrooms are made easy. Students should be taught learning strategies with the usage of them. The conventional part of teachers as information providers is changing. Teachers need to be and become facilitators, co-learners, and mentors. That they should be more active in encouraging their students to use various types of dictionaries.

Various ways exist for EFL/ESL teachers to learn about the usage of EDs in teaching and learning language. Therefore, there is a need for conducting new studies in this domain that concentrate more on the real effectiveness of the electronic medium to dictionary users. The discovery or exploration stage may need the teacher to spend some time. It offers fast and straight admission to a number of layers of vocabulary knowledge. It may serve and benefit a lot of purposes, particularly in defining words. Electronic dictionary skills can be incorporated in EFL/ESL vocabulary courses.

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Appendix (A):

TEST:

Please, read the questions carefully, then answer all items (one mark) for each item.

Q1: Choose the letter of the item which is the nearest in meaning to the word in bold:

1- **Communication** technologies were very important.

- a) يتصل b) اتصل c) الاتصال d) متصلون

2- ancient Greeks loved the **spoken** word.

- a) مقروءة b) محكية c) كلام d) حكاية

3- printing press developed ways of **thinking** across Europe.

- a) افكار b) خيال c) تفكير d) استنتاج

4- hieroglyphics **transformed** Egyptian life.

- a) بدلت b) نشطت c) تبديل d) تطوير

5- Roman alphabet was **a unique** system.

- a) وحيد b) صعب c) غريب d) فريد

Q2: Draw lines connecting the expression in A with suitable responses in B:

A	B
See you tomorrow	Thanks
Have a good weekend	Yes, can I help you
Excuse me	Thank you for your kind
Good morning	Yes, sure..
Make yourself at home	Sleep well
	Good morning

Q3: Underline the odd one out:

- 1- tea – milk - coffee – cup - water
- 2- kitchen – bedroom - door - bathroom – living room
- 3- cook – read - send - watch - magazines
- 4- holiday - weekend - winter - Sunday - Friday
- 5- mother - grandfather - sister - sun - people

Q4: For each of the following words, write a sentence that makes its meaning clear.

- 1- a cup:
- 2- shower:
- 3- birthday:
- 4- a joke:
- 5- the police:

Appendix (B):

The Difficult level and the Discrimination Power of the Posttest Items

Question	No. of Item	Difficult level	Discrimination Power
Q1	1	0.53	0.70
	2	0.41	0.61
	3	0.70	0.55
	4	0.36	0.60
	5	0.51	0.55
Q2	1	0.55	0.40
	2	0.55	0.45
	3	0.30	0.50
	4	0.40	0.50
	5	0.61	0.45
Q3	1	0.30	0.35
	2	0.43	0.55
	3	0.30	0.45
	4	0.40	0.50
	5	0.45	0.35
Q4	1	0.54	0.65
	2	0.40	0.75
	3	0.30	0.64
	4	0.45	0.35
	5	0.33	0.35

Appendix (C):

The students' marks in posttest:

N.	S.	Control G.	S.	Experimental G.
1	AS	4	HB	6
2	AD	5	AH	9
3	LA	6	EF	7
4	SR	2	SD	13
5	WS	3	FG	12
6	IM	1	HI	14
7	AR	2	FS	5
8	DY	7	BA	4
9	OF	8	BS	12
10	FR	15	MA	11
11	ZI	12	RE	13
12	AS	11	JA	14
13	ZR	3	JR	20
14	IK	4	LK	19
15	AS	5	LT	20
16	AJ	6	WY	19

17	ML	10	JG	18
18	OD	11	LG	14
19	OA	12	OD	15
20	MD	13	AH	17
21	DS	15	RI	16
22	RR	14	SW	20
23	JA	9	AS	10
24	RA	10	RM	5
25	SA	7	AI	4

Appendix (D):

Questionnaire about Dictionary Use.

This is not a test. This information will be used only for the purposes of the research. it is important to answer each question as honestly as possible. There are no right or wrong answers. Please reflect on what you typically do.

Thank you very much for your cooperation!

- Do you own an electronic dictionary?
 - Yes
 - No
- If you don't own an electronic dictionary, why not?
- How often do you use your dictionary (or dictionaries)?
 - Daily
 - 4 or 5 times per week
 - Several times per week
 - Less often.
- What percentage of unknown words do you look up?

Imagine that you are reading a text to prepare for your English class.

 - More than 90%
 - 70-90%
 - 50-70%
 - Less than 50%
- Are you satisfied with your electronic dictionary?
 - Satisfied
 - Somewhat satisfied
 - Dissatisfied
 - other
- I use a dictionary to find out all the meanings of a new word.
 - Yes
 - No
- I increase my vocabulary by using a dictionary.
 - Yes
 - No
- I scan nearby entries of the unknown word that I looked up to find out related words.
 - Yes
 - No
- I scan the entry to obtain useful information about a word beyond that which initially motivated the look-up.
 - Yes
 - No
- What are the perceived strengths and weaknesses of your electronic dictionary?

Please mark all the items that are true of your electronic dictionary.

Strengths:

- a. It is easy and quick to look up a word.
- b. It is easy to carry around.
- c. It is easy to change from one dictionary to another.
- d. The spoken pronunciation of the word is available.
- e. It allows me to look up the words that I am not sure how to spell.
- f. It can be connected to another application.
- g. Other ().

Weaknesses:

- a. It does not provide detailed information about the usage of the word.
- b. It does not contain enough examples.
- c. It does not provide enough grammatical information.
- d. The screen is small, so I cannot look at the whole entry of the word at one time.
- e. The number of the headwords is limited, so I sometime cannot find the word that I am searching for.
- f. It is fragile and easily broken.
- g. Other ().