

The Underutilization of Dictionaries in Libyan EFL Classrooms: Challenges, Perceptions, and Pedagogical Implications

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نقص استخدام القواميس في الفصول الدراسية الليبية لتعليم اللغة الإنجليزية كلغة أجنبية: التحديات،
والتصورات، والآثار التربوية

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Abstract:

Dictionaries are an essential tools for language learning. They are presenting a structured approach to recognizing and using vocabulary. This study investigated the limited use of dictionaries by English as a foreign language (EFL) students and teachers in Libyan public secondary schools in the city of Al-Asaba, with focused on evaluating the effectiveness of dictionary skills instruction on students' reference abilities and habits. Researcher employed a mixed methods approach, utilized a survey with Likert scales and open ended questions for both students and teachers, as well as qualitative interviews and classroom observations. The participants included sixty (60) students their ages were between sixteen (16) up to nineteen (19) years old. The males were about twenty-six (26) students, while the females were thirty-four (34). All of them are enrolled in the first, second and third grades of secondary school in the city of Al-Asaba, and twenty (20) teachers from selected secondary schools. The findings shown a significant underutilization of dictionaries despite an overwhelming consensus among students that these tools were beneficial for comprehending new vocabulary. A considerable number of students do not use dictionaries, and many lack the confidence to use them independently. Furthermore, students response also indicated that teachers do not encourage dictionary use during classroom lessons. To address this, there is a clear need for systematic instruction in dictionary skills, the promotion of a combination of monolingual and electronic resources, and professional development for teachers to maximize the pedagogical value of dictionaries in the Libyan EFL context.

Keywords : Dictionaries, Vocabularies, Teachers, Students.

المخلص

القواميس هي أدوات أساسية لتعلم اللغة. إنها تقدم نهجًا منظمًا للتعرف على المفردات واستخدامها. بحثت هذه الدراسة في الاستخدام المحدود للقواميس من قبل طلاب ومعلمي اللغة الإنجليزية كلغة أجنبية (EFL) في المدارس الثانوية العامة الليبية في مدينة الأصابع، مع التركيز على تقييم فعالية تعليم مهارات القاموس على قدرات الطلاب المرجعية وعاداتهم. استخدم الباحث نهجًا مختلطًا، واستخدم استطلاعًا بمقياس ليكرت وأسئلة مفتوحة لكل من الطلاب والمعلمين، بالإضافة إلى المقابلات النوعية والملاحظات الصفية. وشمل المشاركون ستين (60) طالبًا تتراوح أعمارهم بين ستة عشر (16) وتسعة عشر (19) عامًا. كان عدد الذكور حوالي ستة وعشرين (26) طالبًا، بينما كانت الإناث أربعة وثلاثين (34). جميعهم مسجلون في الصفوف الأول والثاني والثالث من المدرسة الثانوية في مدينة الأصابع، وعشرين (20) معلمًا من المدارس الثانوية المختارة. أظهرت النتائج نقصًا ملحوظًا في استخدام القواميس، على الرغم من الإجماع الساحق بين الطلاب على فائدتها في استيعاب المفردات الجديدة. لا يستخدم عدد كبير من الطلاب

القواميس، ويفتقر الكثير منهم إلى الثقة في استخدامها بشكل مستقل. علاوة على ذلك، أشارت إجابات الطلاب أيضًا إلى أن المعلمين لا يشجعون على استخدام القواميس أثناء الدروس الصفية. ولمعالجة هذا الأمر، ثمة حاجة واضحة إلى تدريس منهجي لمهارات استخدام القواميس، وتشجيع الجمع بين الموارد أحادية اللغة والإلكترونية، والتطوير المهني للمعلمين لتعزيز القيمة التربوية للقواميس في سياق تعليم اللغة الإنجليزية كلغة أجنبية في ليبيا.

الكلمات المفتاحية: القواميس، المفردات، المعلمون، الطلاب.

1-Introduction

Dictionaries assistance us to spell or comprehend any other vocabularies, so it is a fantastic tool to facilitate, and enhance our English abilities. Several words have additional meanings. It is significant to be familiar with all of the word's senses; so that, you entirely realize the word. This will aid us to use the word in the accurate context. Lexicon composed list of words that are employed in precise language, profession, or hobby. At the same time as these terms commonly used in a lexicon and their explanations. It also look at the history of the words usage and its origins. Dictionary can support us in our reading, writing and improve your vocabulary. Dictionary is a reference book that provides all kinds of information and data about terms. It is a guide book to the any language. Teach students to refer in to find out what a word means.

Dictionary skills are now being recognized as valuable skills in linguistic education and studying. The usage of dictionaries is instrumentally related to students' academic studies and that most pupils supposed that, they could benefit from using dictionaries principally to assist learning. Integration of dictionaries as essential tools in language learning has gained considerable recognition in recent decades, particularly within the context of teaching English as a foreign language (EFL). In Libya, where English regarded as a vital skill for educational and professional development, the effective utilization of dictionaries can significantly enhance learners' vocabulary acquisition, reading comprehension, and autonomous learning strategies. Despite their potential benefits, the role of dictionaries in Libyan EFL classrooms remains underexplored, and challenges such as limited access, lack of training, and reliance on translation methods persist.

2- Statement of the Problem

Despite the recognized importance of dictionaries as valuable tools for language learning, their utilization in Libyan EFL classrooms remains limited and inadequately explored. Many learners and teachers lack awareness of effective strategies for incorporating dictionaries improvement into language instruction, leading to underuse or improper use that hampers vocabulary acquisition and overall language development. Additionally, challenges such as limited access to quality dictionaries, insufficient training, and reliance on traditional translation methods hinder the optimal integration of these resources. This gap between the optional benefits of dictionary use and its actual implementation raises concerns about the effectiveness of current teaching practices in fostering autonomous language learners. Therefore. It is essential to investigate the level of dictionary usage, obstacles faced, and perceptions held by both teachers and students to enhance the pedagogical approaches and promote more effective utilization of dictionaries in Libyan EFL education.

3- Aims of the Study

This study aims to examine the extent to which dictionaries are utilized in Libyan EFL instruction, their influence on learners' language development, and the pedagogical practices that can improve their use to:

- 1- investigate the current practices and frequency of dictionary use among Libyan EFL learners and teachers.
- 2- assess the impact of dictionary usage on learners' vocabulary development and overall language proficiency.
- 3- identify the challenges and barriers faced by Libyan students and teachers ineffectively applying dictionaries in the classroom.
- 4- explore teachers attitudes and perceptions regarding the role of dictionaries in EFL instruction.

4- Literature Review

According to Hartmann, the word dictionary "originates from the Medieval Latin word "dictionarium" or dictionarius' which properly means a book of saying. The word dictionarium also meant a collection of words". The study of dictionaries and their pedagogical applications has expanded considerably over the past three decades, reflecting shifts in language learning methodological, developments, and lexicographic theory. Recent investigation on dictionary use in Libyan EFL classrooms reveals a consistent reliance on using dictionaries, often employed as a primary strategy for discovering word meanings. Furthermore, Nation (2008) states that, "dictionary can help students in three major ways: understanding words that they meet in reading and listening, finding words that they need for speaking and writing and finally, helping them remember words". Omaar (2016), emphasize the predominance of bilingual over monolingual and electronic dictionaries, a trend shaped by both cultural preference and restricted access to modern digital tools. In addition to, Rashed's (2018), highlights that while Libyan learners often default to bilingual dictionary use, explicit instruction in vocabulary learning strategies enhances learner self-sufficiency, suggesting that strategy training could elevate dictionary use from mere translation to more effective vocabulary acquisition. Moreover, Jalali and Rad (2020), Suggests that while bilingual dictionaries can improve accuracy, students frequently struggle with selecting contextually appropriate meanings. Also, teachers and students use a dictionary from time to time, but that dictionaries are under-exploited pedagogically- teachers need training to integrate dictionary work into lessons. Recent years have seen a clear transition toward digital and mobile dictionary formats. Al-jarf (2024), examined middle-school learners in Jordan and found a marked preference for electronic and bilingual dictionaries, particularly for pronunciation and meaning lookup, with learners expressing a desire for richer visual aids. Similarly, research by Boonmoh (2012) and later by Al-Farsi (2019), has confirmed that electronic dictionaries often surpass paper dictionaries in accessibility and learner motivation, although they can also encourage superficial processing of vocabulary items.

5- Types of Dictionaries

Dictionaries serve various purposes beyond providing word definitions. They can be categorized based on their content, scope, and target audience. General dictionary covers a wide range of vocabulary for everyday use, while monolingual dictionary provides definitions and other information about words in the same language. An English monolingual dictionary, for example, defines English words in English language only. In contrast, bilingual dictionary offers translations between two languages and are especially among EFL learners who seek quick access to meaning. It is essential for language learners and translators. More specialized types focus on a specific subject or aspect of language. Technical dictionary is a reference work that focuses on the terminology of a specific field of study, profession, or industry. It provides precise and detailed definitions for specialized terms that are specific to a particular domain. For instance, a medical dictionary, or legal dictionary would define terms, which do not find in a standard dictionary. Together, these different types reflect the diverse needs of learners, ranging from basic comprehension to professional specialization.

- Criteria of Good Dictionary⁶

A high quality dictionary is designed to meet learners' practical needs and actively support vocabulary growth. Nation argues that the best dictionaries are those designed with the learner's needs in mind, actively helping them to learn new vocabulary rather than just serving as a passive source of information. Nation explained (1989:68), some criteria of good dictionary based on the findings on vocabulary and vocabulary learning, they should contain the following information:

6-1- Information about the Usefulness of Words

A good dictionary indicate how useful a word is by providing information on its frequency. This helps learners prioritize which words to focus on, ensuring they are likely to encounter most often.

6-2- Context for the Words

Words are best understood in context. A good dictionary provides clear example sentences that illustrate the word's usage, helping learners see how it fits into natural language and understand its various meanings.

6-3- Helpful Etymology

Etymological information is including information about a word's origin. It can help learners make connections to other words they already know, deepening their understanding and aiding memorization.

6- 4-Defintion that Relate to Word Parts

Definitions should be straightforward and easy for learners to understand. They should avoid circular or overly complex language, and a single definition should, whenever possible, cover multiple uses of a word to reduce the learning burden.

6-5- Keywords

Keywords are the headwords or the primary words listed in the dictionary entry. They are the words you look up.

7- Teaching Students Dictionary Skills

Battenburg (1991) states that, "skills and strategies for using dictionaries should be taught in every second or foreign language classroom, for students are not only learning about dictionaries but also about language. Such instruction should continue throughout students' academic careers rather than being relegated to a class period or two at the beginning of the term". Nation (2000), mentioned some skills that are needed in using dictionaries, these skills are receptive and productive uses:

7-1- Receptive Usage

It involves looking up a word you encounter while listening or reading to find its meaning. This is a decoding process. The goal is to understand what you are hearing or reading. It involves mapping a word's form (how it looks or sounds) to its meaning.

7-2- Productive Use

Productive use of a dictionary is an encoding process where you use the dictionary to find a word you want to use in your own speaking and writing. The goal is to retrieve the correct word to express a specific meaning you have in mind. This requires a deeper level of knowledge, as you need to know not only the word's meaning but also its form, pronunciation and how to use it grammatically in a sentence.

8-Practical Application and Strategies

8-1- Teaching Dictionary Skills

Teaching learners how to navigate entries efficiently (e.g., pronunciation, part of speech, collocations, example sentences and, training sessions). Show how to interpret phonetic transcriptions, usage notes, and idiomatic expressions. Encouraging learners to consult dictionaries when they confront unknown words rather than for every new term.

8-2- Classroom Activities

Use dictionary lookup tasks to reinforce word meanings (vocabulary exercises). Balance activities that promote inference skills with dictionary consultation. Use online dictionaries with audio and multimedia features for listening practice. Aid students to use reliable online dictionaries such as Oxford, Cambridge, or Collins. Incorporate dictionary applications into daily language learning routines.

9- Methodology

9-1- Research Design

This study employed a mixed methods approach, combining quantitative data and qualitative data collection approaches toward gain a comprehensive understanding of the use of dictionaries in Libyan EFL classrooms. The quantitative elements involved a survey to assess the extent of dictionary use, perceived challenges, and attitudes among students and teachers. The qualitative components were included semi-structured interviews and classroom observations to explore deeper insights into practices, perceptions, and contextual factors influencing dictionary use.

9-2- Participants

The participants were included EFL students and teachers from secondary schools in Libya. A purposive testing procedure used to select members who were actively engaged into language learning and teaching. The sample size aimed for approximately sixty (60) students and twenty (20) teachers to ensure sufficient data for analysis.

9-3- Data Collection Methods

The data was collected using three primary methods: questionnaires, interviews, and classroom observations.

9-3-1- Questionnaire

Structured questionnaires were distributed to both students and teachers to gather information by several views of dictionary use. The student questionnaire was divided into three parts: demographic information, dictionary usage habits, and perceptions and challenges. It included questions on the frequency and type of dictionaries used, as well as open ended questions about teacher encouragement and personal confidence in using dictionaries independently. The questions were designed using a combination of Likert scales and open-ended formats. The teacher questionnaire focused on teaching practices, the types of dictionaries they recommend, and the challenges students face.

9-3-2- Interviews

Meetings directed through a subset of teachers in addition students to gain deeper insights into their perceptions, attitudes, and experiences. These interviews provided a valuable opportunity for participants to elaborate on their questionnaire responses and share personal reflections on their educational practices, offering a richer context for the quantitative data.

9-3-3- Classroom Observations

Observations were carried out in selected English language classrooms to document actual dictionary use in a natural setting. Each session lasted approximately forty minutes and focused on teacher practices, student engagement, and interactional behaviors during language tasks. The study followed a multi-step process: initial observations, follow – up observations, and achieving saturation. Initial observation conduct at least one observation

session (lasting at least forty (40) minutes each. In each of the selected English language classrooms to get a baseline understanding of dictionary use in a natural setting. Based on these initial findings, additional sessions were conducted with specific teachers or in classrooms where interesting or contradictory behaviors were observed. The number of observations was flexible, with the researcher continuing to observe until the insights from the observations became repetitive. At that point, the researcher could confidently assert a comprehensive understanding of the typical dynamics and challenges related to dictionary use in those specific school environments. The observations helped to identify discrepancies between self-reported use (from the survey) and actual behavior, providing empirical evidence of the challenges students face.

9-4- Findings and Discussion

The data analysis in this study followed a mixed approaches framework, combined both quantitative and qualitative methods. The quantitative statistics from the questionnaires were used to identify key trends and patterns, such as the low frequency of dictionary use among students despite recognizing their usefulness, and the disconnect between teacher and student perceptions of dictionary guidance. The qualitative data from the interviews and observations provided the context and deeper insights needed to explain these patterns, highlighting specific challenges like a lack of confidence, difficulty with multiple definitions, and the reliance on bilingual dictionaries for quick translation. This integrated approach ensured a comprehensive and nuanced understanding of the pedagogical value and challenges of dictionary use in Libyan EFL classrooms.

The second part of the questionnaire was about students' dictionary- using habits. The questions in this section were based on either Likert scales and open-ended answers. The fourth question was about the extent to which students use dictionaries when studying English as a second language. The answer was that about 50 students (males and females) never use dictionaries, while about 5 female students sometimes use dictionaries, and 5 male and female students always use dictionaries. The fifth question was about which type of dictionary is always used. The answer was about that 40 students stated that they use electronic dictionaries, while 20 female students use bilingual dictionaries. The sixth question was an open-ended one, related to the extent to which teachers encourage the use of dictionaries during the class or while explaining lessons. All students had a unified answer to this question: the teachers do not encourage their students to apply dictionaries during lesson. The seventh question in this section focused on the extent to which students feel confident in using dictionaries confidently. The answer to this question varied, as 37 students (males and female) stated that they do not have the ability or confidence to use dictionaries independently. Meanwhile, approximately 13 students try to use dictionaries with some help from their teachers, and 10 students have the ability to use dictionaries completely independently without the need for help from others or their teachers.

The final section of the student questionnaire focused on the challenges they encountered while using dictionaries and their self-perceived ability to overcome these obstacles. In the eighth question, students were asked about the utility of dictionaries for comprehending new vocabulary. The overwhelming majority of students 100% responded that dictionaries are indeed beneficial for this purpose. They justified their answer by noting that dictionaries

provide direct access to the meaning of a word, which they found to be more effective than inferring meaning from context or surrounding text. The ninth question addressed the challenges students face when using a dictionary. The responses to this question were varied. Approximately forty (40) students provided relatively consistent and harmonized answers, indicating a lack of familiarity with a word's part of speech, such as whether it is a noun, verb, adverb, or adjective. Despite dictionaries providing all of these information, the students' lack of awareness of the correct meaning within a given text leads the to select an inappropriate definition for the word. Twenty (20) students reported that they were proficient in dictionary usage and did not encounter any difficulties when using them. The final question in the student- directed section of the questionnaire asked about the type of dictionary they use during the learning process and their specific reasons for favoring it over others. The responses were varied. The majority of students thirty (30) reported using a bilingual dictionary (English-Arabic), primarily because it allows for faster access to word meanings in their native language. Ten (10) students indicated they use a general dictionary, however, when asked why, they did not provide clear or explicit answers, I suggested their responses might have been random. Another ten (10) students use a combination of bilingual and monolingual dictionaries. They explained that this approach helps them achieve greater proficiency in speaking and using the English language. The remaining ten (10) students stated they use all four dictionaries. Their rationale was to gain a comprehensive grasp of the language, including technical terminology and specialized vocabulary related to their fields of study.

The first part of questions were directed at teachers, drawing on their experience in the educational process. The first question tested teachers how often they use dictionaries in the classroom, or whether teachers often incorporate dictionaries into the teaching process. Their responses indicated that fifteen teachers (male and female) do not use dictionaries in their teaching within the classroom, while five teachers use dictionaries occasionally. The second question focused on the types of dictionaries teachers recommend foe students to use. Seven teachers recommended that students use bilingual dictionaries (English – Arabic). In contrast, another seven teachers advised the usage of both monolingual (English – English) and bilingual (English- Arabic) dictionaries. The remaining six teachers recommended using monolingual, bilingual, technical, and specialized dictionaries to gain a more comprehensive grasp of the vocabulary and phrases during the teaching and learning process. The third question addressed the impact of dictionaries on students' vocabulary development from the teachers' perspectives. All teachers reported that dictionaries had a very positive effect on vocabulary acquisition. They stated that students who use dictionaries demonstrated an excellent and authentic understanding of vocabulary, including their meanings, correct pronunciation, and proper usage in sentences. The fourth question in the questionnaire relied on dichotomous questions. It investigated the extent to which teachers provide training and guidance to students on how to use dictionaries effectively. All twenty (20) teachers who responded stated that they provide extensive and careful guidance on the effective use of dictionaries.

The second part of the questions directed at teachers focused on challenges and recommendations. The fifth question centered on the challenges students face when using dictionaries. Ten teachers identified limited access to dictionaries as a challenge, five others

believed a lack of motivation was the issue, and the remaining five attributed the problem to insufficient training. To encourage effective dictionary use, teachers employ various strategies that transform the dictionary from a simple reference book into a dynamic learning tool. They do not just tell them to look it up; they teach them how to use it and make it an integral, engaging part of the learning process. Twelve teachers explicitly teach students how a dictionary is structured. They break down the different parts of an entry, such as guide words (the vocabularies at the top of the page that show the first and last entry on top of that page), the entry word itself, the pronunciation key, parts of speech, and the various definitions and example sentences. This foundational knowledge makes students more confident and efficient when searching for words. Four teachers prompt students to analyze the word more deeply. They asked students to look for synonyms and antonyms, identify the word's etymology (origin), or explore its multiple meanings and choose the one that is most appropriate for a given context. Four teachers incorporate game activities, this can include dictionary scavenger hunts where students have to find words based on clues. The last question focused on improving dictionary use for both teachers and their students. This is a crucial part of language and literacy education. All the teachers answers that, training should emphasize a dictionary is not for definitions, teachers should learn how to influence all of its features, including: pronunciation, etymology, usage notes, synonyms and antonyms, parts of speech, and integrating dictionary skills into the curriculum, this means that, showing students how to use a dictionary to enhance reading comprehension by looking up unfamiliar words in a text, improve writing by finding more precise or descriptive words, and deepen understanding of topics in other subjects, such as history or science. Students need hands-on resources and activities that make learning dictionary skills practical and enjoyable. They often focus on main skills like: alphabetical order, guide words, parts of a dictionary entry, multiple definitions, and interactive games. Most students rely on bilingual dictionaries (English-Arabic), because they provide quick access to meaning and reduce confusion. As one grade 11 student said "I prefer bilingual dictionaries because they give me the meaning in Arabic immediately." Monolingual ones are difficult because the definitions are also in English". However, some students favor electronic dictionaries for their speed, audio, and examples. One grade 12 student stated, "I use an electronic dictionary applications. It is very fast, and I can hear the pronunciation".

Students agreed dictionaries are helpful for understanding vocabulary, reading comprehension, vocabulary recall, and pronunciation. Teachers provided guidance, but students do not feel supported. This suggests that teacher guidance is either insufficient, unclear, or not systematic. Several students reported that teachers do not encourage dictionary use during lessons, or even discourage it. Some teachers even say that using dictionaries during class is a waste of time". One grade 11 student shared, "While, some teachers provide occasional exercises, most admit dictionary use is not systematically taught. " Sometimes I give short exercise, like asking students to find the synonyms of a word. But I admit I do not do this regularly". (Teacher, 10 years' experience). Students are having difficulty choosing the correct meaning when multiple definitions appear. Lack of knowledge about grammar and phonetic symbols sometimes make it difficult for students to choose the correct meaning. One 12 grade student said, "I see many meanings for one word, and I do not know which one is correct. I usually just choose the first meaning." Teachers mentioned that, students misuse dictionaries by over-relying on translation. Many students ignore collocations, synonyms, and

pronunciation features. They do not know which meaning to choose ; they just select the first meaning and apply it, even if it does not fit the context." (Teacher, 15 years' experience).

According to the observations that carried out by researcher in secondary school English language classes with the examine of actual practices of dictionary use during English lessons. Each observation session lasted approximately forty (40) minutes, conducted during regular instructional hours to ensure natural classroom dynamics. The observations focused on teacher practices, student engagement, interactional behavior, and challenges that influenced the integration of dictionaries into learning tasks. During the observed sessions, teachers generally encouraged students to consult dictionaries when encountering unfamiliar vocabulary, particularly during reading and vocabulary related activities. They recommended bilingual dictionaries (English – Arabic), as the primary reference tool, while a smaller number promoted the use of monolingual dictionaries or digital dictionaries. This reflected teachers' individuals beliefs and access to resources. It was observed that a number of students struggled to identify the appropriate contextual meaning of words, even after consulting dictionary entries. Several students selected literal translations that did not fit the text, indicating a lack of training in interpreting multiple definitions, and grammatical information. Teachers responded to these challenges by offering scaffolding techniques such as guiding students to check parts of speech, examining example sentences, and comparing synonyms and antonyms. In some classrooms, the teachers modeled how to navigate dictionary entries, while in others, dictionary use was treated as an independent task with minimal intervention. These differences in teaching style highlighted the inconsistency of dictionary training across classrooms. Moreover, collaborative behaviors were observed among students who frequently consulted peers for assistance before or after looking up a word. While this peer interaction fostered cooperative learning, it also indicated that many students lacked confidence in using dictionaries autonomously. Classroom observations also revealed that students were generally motivated to use dictionaries when they perceived them as directly contributing to task completion like reading comprehension exercises, but motivation declined during extended or less structured activities.

10- Conclusion

This study demonstrates a significant gap between students' perception of dictionaries as beneficial tools and their actual limited usage. Despite an overwhelming consensus among all students (100%) that dictionaries are helpful for comprehending new vocabulary, a large number of them reported that they never use them. A main factor contributing to this underutilization is the students' lack of confidence and training in using dictionaries independently, with 37 students stating they do not feel confident to do so. Furthermore, 40 students cited a lack of familiarity with a word's part of speech as a challenge, which often leads them to select an inappropriate definition. A major finding disconnects between teachers' and students' self-reported behaviors. Even though all 20 teachers claim to provide extensive guidance on effective dictionary use, students' responses indicated that, teachers do not encourage dictionary use during classroom lessons. This suggests that the guidance provided is either insufficient, unclear, or not systematically integrated into the curriculum. Many students, for instance, prefer bilingual dictionaries for quick translation, which can

hinder the development of deeper vocabulary knowledge. In contrast, some teachers recommended using a combination of different dictionary types, including monolingual and specialized dictionaries, to achieve a more comprehensive grasp of the language. The classroom observations confirmed these findings, showing that. Although teachers may encourage dictionary use, students often struggle with interpreting multiple definitions and lack training in selecting the correct contextual meaning. Students lack the necessary skills and confidence to navigate dictionary features beyond simple translation, and the teaching of these skills is not systematically integrated into lessons.

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Appendices

Questionnaire on Dictionary Use in EFL Classrooms

Section one (1): For Students

Please answer the following questions honestly. Your responses will remain confidential. The students questionnaire was divided into three sections: demographic information, dictionary usage habits, perception and challenges.

Part A: Demographic Information

1-Age:.....

2- Gender:

(A)- Male

(B)- Female

3- Grade level:

1- Year 10

2-Year 11

3- Year 12

Part B: Dictionary Usage Habits

Q4- How often do you use a dictionary when studying English?

1-Never

2- Rarely

3- Sometimes

4-Often

5- Always

Q5- Which dictionary types do you usually use? (Allowed for multiple selections)

1-Bilingual dictionaries

2- Monolingual Dictionaries

3- General dictionaries

4- Specialized dictionaries

5- Technical dictionaries

Q6- Do your teachers encourage you to use a dictionary during lessons?

.....

Q7- How confident are you in using a dictionary independently?

.....

Part C: Perception and Challenges

Q8- Do you find using a dictionary helpful in understanding new vocabulary?

.....

Q9- What challenges do you face when using a dictionary?

.....

Q10- Do you using a bilingual or monolingual, general, specialized or technical dictionaries? Why?

.....

Section two (2): Teacher Questionnaire

Please answer the following questions based on your teaching experience. Your responses will help improve dictionary integration in the classroom. The teacher questionnaire also had two main parts to understand their practices, perceptions, and the challenges their students face.

Part A: Teaching Practices

Q1-How often do you incorporate dictionary use in to your teaching?

1-Never

2- rarely

3- sometimes

4-Often

5- Always

Q2- Which types of dictionaries do you recommend to your students? (Select all that apply)

1-Bilingual dictionaries

2- Monolingual Dictionaries

3- General dictionaries

4- Specialized dictionaries

5- Technical dictionaries

Q3- How do you perceive the impact of dictionary use on students' vocabulary development?

1-Very negative

2- Negative

3- Neutral

4-Positive

5- Very positive

Q4- Do you provide training or guidance on how to effectively use dictionaries?

1-Yes

2-No

Part B: Challenges and Recommendations

Q5- What challenges do your students face when using dictionaries?

1-Lack of training

2- Limited access to dictionaries

3- Language barriers

4- Lack of motivation

5- other:.....

Q6- What strategies do you use to encourage effective dictionary use?

.....

Q7- What resources or training would help both you and your students improve dictionary use?

.....

2- Interviews

Semi-structured interviews were conducted with a subset of both students and teachers. These interviews provided a valuable opportunity for participants to elaborate on their questionnaire responses, offering a richer context for the quantitative data. The questions were open-ended to allow for deeper insights into participants' perceptions, attitude, and experiences.

2-1- For Students

Q1-Do you often use a dictionary when studying English?

Q2- Why do not use it more often?

Q3- Do you think dictionaries help you? Why or why not?

Q4- What makes some dictionaries confusing?

2-2- For Teachers

Q1- Can you tell me about a time you have used dictionaries in your classroom?

Q2- How do you teach students to choose the correct meaning of a word when there are multiple definitions?

Q3- What are some of the biggest challenges you have observed your students having with dictionaries?

Q4- How do you ensure dictionary use is a regular part of your lessons?

3- Classroom Observations

Classroom observations were carried out in selected English language classrooms for approximately 40 minutes each. The goal was to document actual dictionary use in a natural setting and identify discrepancies between self-reported use and actual behavior. The observations focused on teacher practices, and student engagement and behavior.

3-1- Teacher Practices:

Q1-The extent to which teachers encouraged dictionary use during lessons.

Q2- The type of dictionaries teachers recommended.

Q3-Whether teachers modeled how to navigate dictionary entries.

Q4- The scaffolding techniques teachers used to help students, such as guiding them to check parts of speech or example sentences.

3-2- Students Engagement and Behavior

Q1-How students used dictionaries during reading and vocabulary- related activities.

Q2- Whether students selected the appropriate contextual meaning of words.

Q3- The challenges students faced, such as selecting literal translations that did not fit the context.

Q4- Students interaction and collaborative behaviors, such as consulting peers for help.

Q5- The relationship between motivation and task completion when using dictionaries.