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DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH



**THE INFLUENCE OF THE USE OF THE E-DICTIONARIES IN
THE LEARNABILITY OF EFL**

The Case of The 1st year LMD students of English at the University Center
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Acknowledgement

In the name of Allah, the most Merciful, the most Compassionate I would like to thank the most Graceful and Compassionate Allah the Almighty, the sustainer of the entire world, for giving strength and capacity to accomplish this work.

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My dear friends and colleagues, and everyone who ever supported me.

Dedication

In the name of Allah, the most Gracious and Most Merciful

Strength and patient to carry out this work.

*I dedicate this humble work to all my dearest family and friends
for their constant love and support.*

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Abstract

Information and communication technology ICT with its various materials had given an impressive language learning environment in the last period by making it motivational and exciting. From that perspective, the given study is about the impact on using electronic dictionaries, as well as the serves provided by electronic dictionaries generally, and at level of EFL students' language knowledge especially, besides which language aspects and skills can digital dictionaries can develop. Thus, the present study attempts to investigate how this type of dictionary can influence on EFL student achievement in English language. To achieve that, this research used questionnaires to be filled by first year English students at the University Center Salhi Ahmed. The collected data are analyzed both qualitatively and quantitatively. In general, results show that electronic dictionaries have a positive influence in the learnability of EFL students; by means students declare the use of electronic dictionaries assist students' language learning and process, by contributing the direct access to information, terms equivalents, pronunciation in both accents, in a motivational and modern learning environment. Moreover, taking in account learners acceptable impressions about teachers using electronic dictionaries, for them they find it suitable to their modern generation. The results also revealed that electronic dictionaries usage is not only limited to vocabulary, but also to other language skills such as: writing, speaking, listening, this can help students to overcome the obstacles they encounter in English classes and improve their language capacities in communication, writing, and reading.

List of abbreviations and Acronyms

- ED: Electronic dictionaries.
- EFL: English as a Foreign Language.
- CALL: Computer Assisted Language Learning.
- ICT: Information Communication Technology
- LMD: License, Master, Doctorate
- MALL: Mobile Assisted Language Learning.
- PDA: Personal Digital Assistant

General Introduction

On account of, the great development of information and communication technologies. The learning and teaching environment of the twenty century has completely changed. ICT with its various tools into teaching and learning is one of the most important challenges for education today, it is considered as a growing field in teaching and learning process.

Nowadays dictionary has come from various types, the widely used are the Electronic dictionaries, since it is the modern life, electronic dictionaries have become available on mobile devices such as smartphones and tablet computers there are a number of differences that exist between the traditional paper dictionary and the electronic ones, number of vocabulary items included in electronic dictionaries exceeds the number in the paper ones. Also, there are some unique features that cannot be found in the paper dictionary, for example, vocabulary games, and spellcheckers. Clearly, the electronic dictionaries are rapid in search, lighter in weight, smaller in size and more mobile than the paper one.

Electronic dictionaries provide to EFL students the quick access to words and expressions in level of learning a new language. Since, it is widely common that the EFL (English as a foreign language) students face so many problems in acquiring the language in terms of vocabulary. Furthermore, Electronic dictionaries can prevent students guessing skills and contextualized thinking in vocabulary acquisition in level of EFL learners. Because it helps them in finding words meaning so fast and realizing the context and so much more functions which e-dictionaries can provide. Oppositely, it can be disturbing and distracted tool for students.

Consequently, the present work, by taking First year LMD students of English at the University Center Salhi Ahmed as a sample of study and using questionnaires as the research instruments attempts to answer the following questions:

- Does Electronic dictionaries (ED) support foreign language learning
- What are Challenges and barriers that prevent the employment Electronic dictionaries in the classroom?
- does Electronic Dictionaries develop the language skills of EFL learning

Based on three research question, the following hypothesis are stand for:

- Electronic Dictionaries develop students vocabulary
- Shortage of class time hinders the use of electronic dictionaries.
- Electronic Dictionaries focuses on one specific aspect of the lesson which is vocabulary

The aim of this research is to know the impact of using Electronic Dictionaries in Language teaching in EFL (English as Foreign Language) teaching for both teachers and students, and the challenges and barriers that prevent teachers from assisting with Electronic Dictionaries in their lessons

This research contains two distinctive chapters theoretical and practical. The first one is theoretical. It tackles two subjects; the beginning of the chapter is concerned with information and communication technology (ICT). After that it includes Electronic dictionaries. As well as several terms and key points used in this study, will be defined too, the practical part describes the research methodology used in this work, the data collected and its discussion.

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Review of Literature

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1.1 Introduction

Information and Communication Technology ICT is more global than information technology IT. This refers to all communication technologies, such as computers, internet, zoom, Google, smartphones, and electronic tablets. Integrating information and communication technology (ICT) and its various tools into teaching and learning is one of the most important challenges facing education today. It is considered to be an evolving field in the process of teaching and learning at the EFL (English as a foreign language) level. , Because it is common for EFL students to face many problems such as the writing and the speaking skills.

This chapter contains two related subjects, at first the light will be shed on the adaptation of information and communication technology in teaching, the integration of Computer assisted language learning (CALL) and, Mobile assisted language learning (MALL). Secondly, consists of some definitions related to electronic dictions (ED) and the paper dictionaries, then, different types of electronic dictionaries, after that integration of the electronic dictionaries in EFL classes and the modules that need the use of electronic dictionary. Thereafter the advantages and disadvantages of the use of electronic dictionaries by the end of this part, it tackled the challenge of preventing the use of the electronic dictionaries.

1.2 The Adaptation Of the Information And Communication Technologies

The integration of Information and Communication Technologies (ICT) with its various tools into teaching and learning is one of the most important challenges for education today, it considered as a growing field in teaching and learning process.

Various types of ICTs play an important role in us as individuals and individuals Professional life, because it becomes essential and plays an important role in higher professions education. According to Gillespie (2006) **“ICT is a term which covers a range of Hardware (machines) and software (application of machine)”**, (p. 03).

This means that ICTs different tools and its various resources Consisting of two basic types first, the physical instrument which are hardware refers to the physical parts that can be affected such as: computers, tablets, smart phones and laptops. Second software refers to the programs and the applications stored and installed in the machines or the hardware.

The usage of ICT materials in EFL classrooms has a marked role and is a feature to learn English. Today ICT is not only used to study foreign languages. In present life, ICT seeks to be officially integrated in education and pedagogy, and in every domain of life.

ICT plays an essential role in education and language learning, And as an essential tool in EFL classrooms, it has major implications for curriculum reforms, classroom teaching and student. According to Meenakshi (2013), **“ICTs use in education, as an augmented tool, exists in teaching methods and in learning which is more important”**.

Precisely, the methodology of language learning has developed a new way of using ICT in teaching for instance: the Hypermedia provides the language teacher and the language learner with multimedia resources, such as texts, graphics, sound, animation, video linked together. It also has a number of advantages omitted by Computer Assisted learning Language (CALL). It offers a realistic learning environment, it develops language skills such as listening and speaking by hearing music, watch cartoons with the repetition of the song or the words in the teaching/learning process, while, reading, writing, can be combined in written tasks, for instance: teacher ask to write down the music lyrics.

In modern life, EFL students are accustomed to the use of information and communication technologies means in and out classrooms in various fields. Especially, using it as instruments to help in the development of language skills (writing, listening, speaking, and reading). ICT considered as the main dominant tool in EFL classes, it facilitates analysing and processing information, improves communication, and writings, increases personal discovery and motivation.

To sum up, information and communication technology ICT refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information in electronic form. Its use added a form of modernity for education in terms of creating both independent and collaborative learning environment, website as internet technology can be used to facilitate the teaching and learning of English language in a large class, also it saves much time for the teacher, and the usage of multimedia texts in EFL classrooms familiarize learners with vocabulary and language structures. As well as it creates a fun atmosphere that develops a sense of challenge and competition.

1.2.1 Computer Assisted Language Learning CALL

Computer assisted language learning is an element to language teaching and learning in which the computer is used as an aid to presentation, reinforcement and assessment of material to be learned. Levy (1997:1) defines CALL more briefly and more largely as "**the search for and study of applications of the computer in language teaching and learning**". It is a motivational technique of instruction that helps learners achieve their goals of learning, at their own pace and ability. In this case, computer is used in teaching/learning procedures at all stages such as presentation, practice and feedback.

In other words, computer assisted language learning is used as a tool in language process because it contains a program which is followed the strict model called computer as a computer-as-tutor model, consisting of grammar and vocabulary tutorials, drill and practice programs, and language testing instruments. These early programs were designed to give an immediate positive like colorful lights and greeting sounds meanwhile, it gives negative feedback such as red lights or warning sound to the students in order to correct themselves as a formal response. Although these programs were originally developed for mainframe computers in the 1960s and 1970s, under a shadow called **Behavioristic CALL** was based on behavioristic principle known as stimulus-response and reinforcement.

In this paradigm, the computer was treated as a mechanical tutor who never grew tired of judgmental and allowed students to work at their own pace. Programs were programmed primarily of repetitive language drills, known as "drill and practice".

Drill and practice based on computer-as-tutor model where the computer serves as a vehicle of delivering instructional materials to the student. Warschauer(2012) mentioned that **“a computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback”**.

In 1970s to the 1980s appeared a new approach called Communicative CALL based on an insight that says people use language in order to communicate with each other for example: when someone wants to express his likes and dislikes, simply it focuses on the language as a communicative medium.

After 1980s the integrative CALL based on two technological development of the last decades which are Multimedia and web-based

- 1- **Multimedia or the hypermedia:** it is the utilization of the computer application such as: videos, pictures, sounds animation graphics and texts in classrooms to facilitate the language learning.
- 2- **Web-based or the internet:** students can search, share, download information about any field or subject within minutes.

It is likewise may be discovered under the name CMC which means Computer Mediated Communication.

Computer Mediated Communication: in simple words, refers to human communication via computers.

1.2.2 Mobile Assisted Language Learning MALL

Mobile assisted language learning started in 1972 when Alan Kay discovered a Dynabook which is a small, hand-held device. In other words Dynabook is personal computer for children that is thin, light with a flat screen display, keyboard and rechargeable batteries.

MALL is new rapid evolution Valarmathi, K. E stated that the Mobile phones can support many kinds of learning, including language learning. Mobile technologies offer numerous practical uses in language learning. A computer is better than a mobile phone for handling various types of information such as visual, sound, and textual information, but mobile phone is superior to a computer in portability. In another meaning, MALL is an approach to language learning that is assisted or enhanced through the use of handheld mobile devices. People recommend the mobile usage because it is easy to hold and carry as well as the facility of communication.

Apple classrooms of tomorrow 1991 researchers did an experiment about the usage of technology tools in classrooms to examine the effect of technology on students' achievements and level. Additionally the birth of personal digital assistant (PDA) had offered a great rise to the mobile assisted language learning, i.e. PDA refers to as a pocket or a palmtop. In other cases, Personal digital assistant PDA was the old version of what we call today smartphones, and also it was a business tool which has no direct relation to learning or teaching aspects. Consequently, in the 2010 the first iPad was released.

iPAD is a tablet which is smaller than a laptop developed by Apple. This period also saw the emergence of e-dictionaries and the MP3 player.

1.3 Paper Dictionaries VS Electronic Dictionaries.

According to Oxford Advanced Learner's Dictionary (2005) is a reference book or an electronic resource(digital) that lists the words of a language in alphabetical order on particular subject, and gives the word's meaning or the equivalent in different language, also it provides information about pronunciation, origin and usage.

Landau (1984) cites that **“a dictionary is a book that lists words in 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).

Dictionary with its entire version whether printed or electronic teaches vocabulary of a language or the language to be learned. It is used by both teachers and students especially in EFL classes because students may have the lack of vocabulary in language or facing problems while speaking or writing paragraphs or essays.

According to Jack C. Richards, **“Vocabulary, of course, is basic to all the skills.”** That means when the students start with learning the vocabulary of language like having the key of language, because he will have the ability to produce words and sentences and understand the lexical items which is crucial to his speaking, reading, writing, listening skills. Furthermore Schmitt (2000) emphasizes that **“lexical knowledge is central to communicative competence and to the acquisition of a second language”** (p. 55), Schmitt’ explains an idea about the importance of vocabulary. Dictionaries have been proposed as a strategy to solve problems related to language skill at level of EFL students and overcome the obstacles that students face in their learning process. However students may use dictionaries as a tool to acquire more words for later use in speaking or writing. Dictionaries help students in achieving a good level of vocabulary knowledge and information about language words.

McAlpine and Myles (2003) clarified the role of dictionaries in the basic language learning, regardless the type of the dictionary. In simple words, dictionary usage electronically or online or even printed is beneficial to student’s language learning and serves EFL learners’ needs.

1.3.1 Different kinds Of Electronic dictionaries

Electronic dictionary is a dictionary whose data exists in electronic form. There are two basic types of electronic dictionaries which are: online or internet based dictionary and offline or PC based dictionary, there are also the third type which is pocket or portable electronic dictionary.

- **Online or internet dictionary:** existed on the internet platforms or world wide web accessed on web browsers in computers or mobile devices an online dictionary such as Dictionary.com which offers an immediate and direct access through large database to words meaning and equivalence also spelling as well as an additional notes and information about the word is used or its classification (noun, verb, adjective. Etc.)
- **Offline or Pc based dictionary:** is an application which works without internet access generally they are CD-ROMs dictionaries or downloaded dictionaries with an offline database for example: wordbook, oxford dictionary while in mobile applications as “Offline English Dictionary”.
- **Portable or pocket dictionary:** is a small portable dictionary designed to be carried around or small devices Dedicated only to vocabulary of language or applications that contains only lexicography.

1.3.2 Integration of Electronic Dictionaries in Classrooms

Vocabulary of the language plays an essential role in achieving good language level by means of mastering the four language skills which are: reading, writing, speaking, listening. As it stated by Wilkins (1972) wrote that “... **while without grammar very little can be conveyed, without vocabulary nothing can be conveyed**” (pp. 111–112). Evidently, as said, vocabulary is the cornerstone of the language because it opens to the learner a door of the whole language system. Throughout that Lewis (1993) went further and mentioned that, “**lexis is the core or heart of language**” (p. 89). It's all approximately proving the importance of vocabulary to the teachers and the student.

Practically, it is common that the dictionary serves vocabulary and lexis of the language, As Schmitt (2010) noted, “**Learners carry around dictionaries and not grammar books**” (p. 4). in addition to the recent techniques used and added to EFL classes which is the integration of ICT tools, among them, is the electronic dictionary of the digital version of the dictionary. The dictionary of all types effects on the student language performance with other student also at the level of writing essays, or even small paragraphs in English.

Precisely, EFL students use electronic dictionaries in oral sessions for communicate with others, or perform on stage. Moreover it is widely used in writing expressions, if teacher asks his students to write about something or describe, Otherwise, electronic dictionaries are more used in EFL Classes especially in phonetics, it provide them with phonetic transcription of the words and its pronunciation in both accents which are the American and the British accent i.e. famous English accents

1.3.3 Advantages Of the Electronic dictionaries

Electronic dictionaries are easy to carry and portable and light, its contains much more words and expressions than the paper (printed) dictionary, It provides to both teachers and students a rapid and direct access to words or phrases, they often have language learning programs like: word quiz or puzzle games to make the process and the learning environment much more funny and enjoyable. Some dictionary application can be downloaded from internet in order to be stored and saved in computer or in the mobile device.

Artlessly, Electronic dictionaries can be used by language learners, teachers, travelers, students, writers and translators

1.3.4 Disadvantages Of the Electronic dictionaries.

Electronic dictionaries devices in some cases can be expensive, more fragile and requires energy and battery for instance: if learner' mobile device or pc consist of low battery that prevent him to use it, than he will have no access to dictionary and he will miss a lot of information.

- It may be distracted in which instead of searching the words or the information given by the teacher, the learner move in to another application or to social media.
- Misunderstanding the teacher or miss the information while they are typing the words in their computers or mobiles.
- The usage of sound or spellchecker inside the classroom maybe annoying and bothering students around them, Sometime disturbing in library or public places

- Electronic Dictionaries focuses on one specific aspect of the language which is: vocabulary, lexicon, and everything related to words, and it may not be enough at some points.

1.3.5 Challenges That Prohibit The Use Of Electronic Dictionaries.

EFL students face so much barriers and challenges in learning new words and finding vocabulary in order to achieve a good language level and completing the four language skills (reading, writing, speaking, and listening).

Challenges and barriers that prevent the usage of electronic dictionaries are:

- **Shortage time and limited EFL classes:** in the classroom, only certain language aspects are covered based on the syllabus or the given language program regardless the students' needs while some aspect are left out the syllabus which could be very important to EFL students such as: enhancing vocabulary and pronunciation correction, more characteristics of target-language culture for instance: idioms.
- **Financial situation (economic factors):** some students cannot buy portable electronic dictionary or portable computer. Or even pay for a daily internet access in their devices because some digital dictionaries need to be downloaded, in order to download or having the direct access to dictionaries that process needs internet or a Wi-Fi. Moreover, some schools or colleges budget are incapable of provide internet to all the students, and computer devices.
- **Misusing electronic dictionaries and devices:** the learner perhaps use the spellchecker in order to disturb his colleagues. Instead of checking the words use other applications such as Facebook.
- **Parents and teachers legitimate concerns:** many parents and teachers believe that cell phones or any digital devices have no place in school assessments. Though, they find it distractive, the over usage may lead to addiction, as well as laziness.

1.4 Conclusion.

All through this chapter, the focus was on the most beneficial tools which are newly integrated into EFL classes; such tools are computer assisted language learning CALL, mobile assisted language learning MALL. In addition to the common used material to both teachers and students is Electronic dictionary of all types, which plays an important role in enhancing, enriching vocabulary achieving the language four skills (reading, writing, listening, speaking). Since vocabulary is considered as the key of the language. Thus, the innovation of technology has always offered opportunities for language learners to learn and practice the target language independently. By the end of the chapter, it tackles the challenges, positives, and negatives of the electronic dictionaries.

Chapter two:

Method of data collection and analysis.

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2.1 Introduction

The first chapter presented the theoretical part related to the current study, while the second chapter presents something more practical.

It will describe the research and its aspects. Later, it will show the data collected through questionnaires taken as a research instrument to obtain both quantitative and qualitative data, by taking First year LMD students of English at the University Center Salhi Ahmed as a sample of study, and then proceed into analysis, discussion and drawing of conclusions.

2.2 The Aim Of The Research

The aim of this research is to know the impact of using Electronic Dictionaries in Language teaching in EFL (English as Foreign Language) teaching for both teachers and students, and the challenges and barriers that prevent teachers from assisting with Electronic Dictionaries in their lessons.

The specific aims of the research are to collect data related to the following:

- Knowledge of the extent to which Electronic Dictionaries are integrated into the teaching of foreign languages.
- The extent to which pupils can Electronic Dictionaries use in their lessons.
- seeking for the reasons that stand in front of the integration of Electronic Dictionaries instead of paper dictionaries in curriculum.
- Recognizing what are the main effects in using Electronic Dictionaries (positive /negative)
- What are the opportunities that the Electronic Dictionaries give to both teachers and students.
- Which skills can Electronic Dictionaries help to develop.
- How Electronic dictionaries serve EFL students needs and learning.

2.3 Research Question

The purpose of this study is to investigate the influence of the usage of Electronic dictionaries in language teaching. Precisely, the EFL classes.

Research questions of this study are as follows:

- Do Electronic dictionaries (ED) support foreign language?
- What are Challenges and barriers that prevent to employ Electronic dictionaries in the classroom?
- How does Electronic Dictionaries effect on students and the process of learning vocabulary?

2.4 Research Hypothesis

The research is based on the following hypothesis:

- Electronic Dictionaries develop students vocabulary
- Shortage of class time hinders the use of electronic dictionaries.
- Electronic Dictionaries focuses on one specific aspect of the lesson which is vocabulary

2.5 Data Collection Procedures

This part of the chapter focuses on how the data collection was administered. It also denotes and gives further explanation on the content of the research questionnaire

A/ Participants

The sample of participants consists of 43 first year English students at the University Center Salhi Ahmed in Naama, Algeria. They were randomly selected for the sake of representativeness to make generalization. Students' ages ranging from 19 to 44, they were chosen as participants in this research for many reasons. Among these reasons, the research can easily reach them. Another reasons lies in the fact that they are allowed to use any ICT tools, and they have the right to use Electronic dictionaries in their EFL classes, and upon it, the Electronic dictionaries are available in their technology device (pc, mobile phones, and tablets).

The main reason behind choosing EFL students is to investigate in the influence of the usage of Electronic dictionaries

B/ Questionnaire

Questionnaire is a research instruments that can be used for collecting data which has many advantages. It helps for collecting data short period of time, while it can deal with a large sample in the research.

The questionnaire can afford both quantitative and qualitative data. It consists of a set of questions types such as: close-ended, multiple-choice and open-ended questions. In addition to the anonymity of the respondent' identities i.e. Without mentioning their names.

The research questionnaire covered 11 items separated in to two parts. Part one is Demographic Information while the second part is the use of Electronic Dictionaries (E-Dictionaries) in classroom during English courses.

2.6 Data Analysis And Interpretation.

This section will present the collected results of the questionnaire as well as its interpretation.

2.6.1 Questionnaire's Results

Forty-three LMD students of English at the English department of the University Center of Naama have answered the questionnaires. In the next part, the researcher shows the findings of the questionnaire

Demographical Questions:

Questions one and two: The two first questions are concerned with students' age and gender. The following table represents the findings

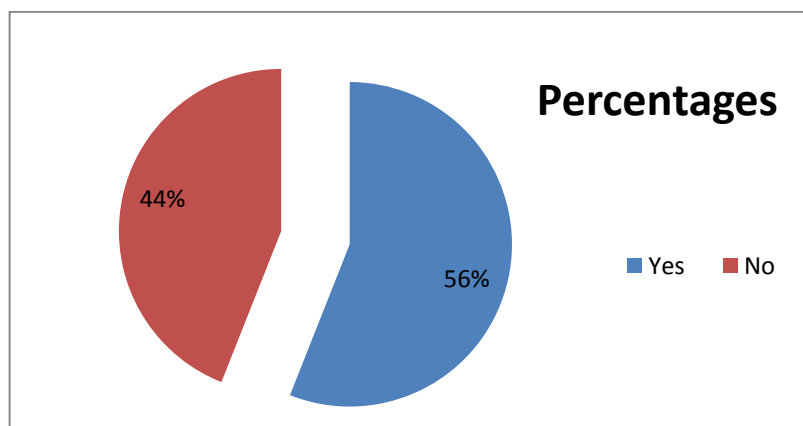
Gender		Age
Females	Males	Ranged from 18 to 44
26	17	
60%	40%	

Table 2.1 Respondents' Gender and Age

The table reveals that female students are more than male with 15 (60%) females and 10 (40%) males, and their ages ranged from 18 to 44 which mean that they are mature enough to understand the questionnaire's questions.

Part two: the use of Electronic Dictionaries in EFL classes

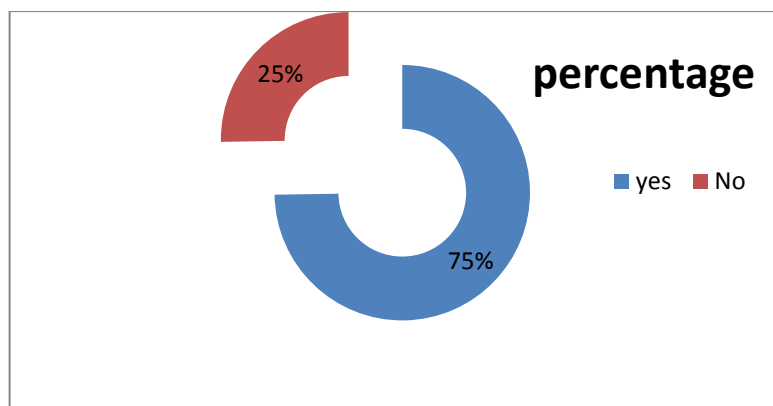
Question one: this Graph represents the benefit in using E-Dictionaries in English learning.



Graph 2.2 the benefit in using E-Dictionaries

Graph 2.2 points out whether students benefit while using electronic dictionaries in English classes or not. The answers were that 60% said "Yes" and the other 06% replied with "No"

Question two: this graph shows students impression towards teachers using E-Dictionaries in EFL classes

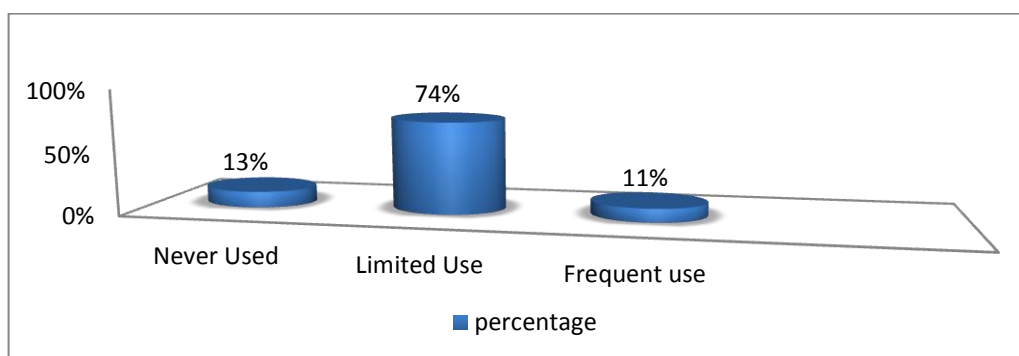


Graph 2.3 students impression about teachers using E-Dictionaries

As it is clearly mentioned in the graph above, a remarkable number of students like when their teachers use Electronic Dictionaries

Students responses were 75% Yes they like it, and find it easy and fast to understand while the 25% No.

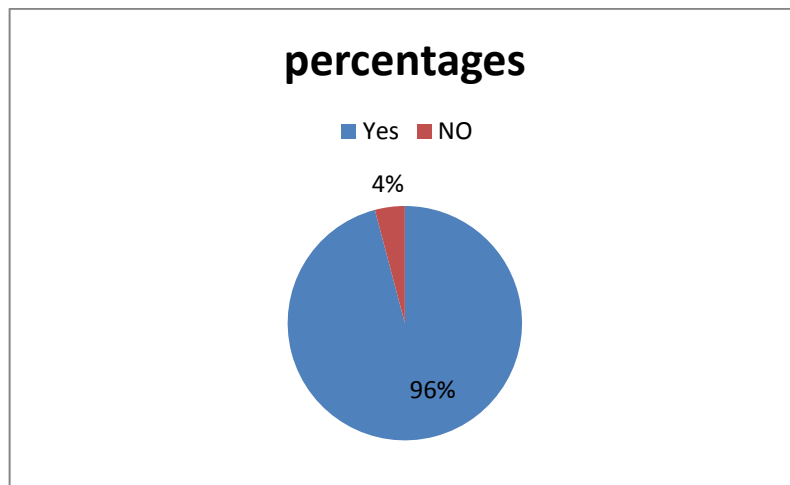
Question three: the next graph represent how often students use electronic dictionaries.



Graph 2.4 the usage of Electronic Dictionaries.

The results obtained from this question show that the majority of the students 74% are limited users of Electronic Dictionaries, 13% claimed that they never used it. Meanwhile, the remaining 11% said that they are frequent users of electronic dictionaries.

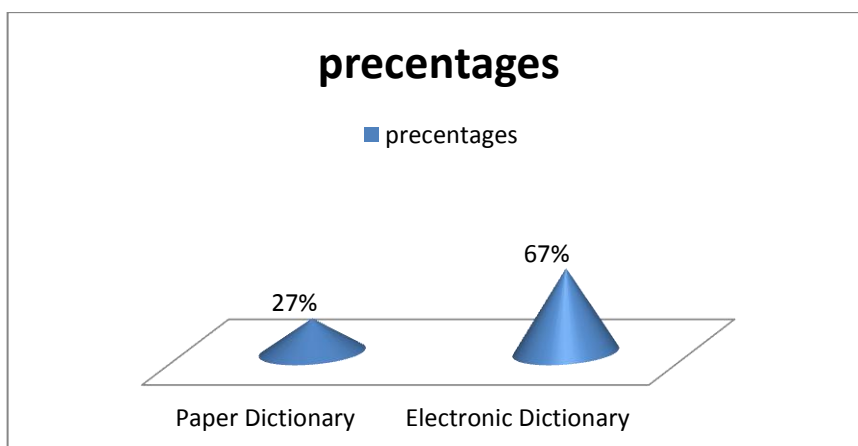
Question four: the following graph present the aid of electronic dictionaries in learning English.



Graph 2.5 Electronic Dictionaries assistant.

Graph 2.5 reveals the assistant of electronic dictionaries to students in increasing their English learning. The majority of students 96% declare that Yes electronic dictionaries help us in English learning, while the minority 4% claimed that No it does not help.

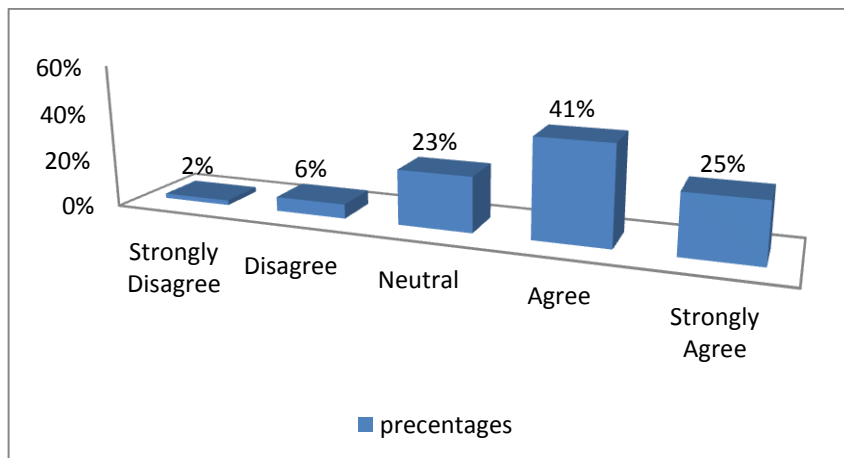
Question five: this graph demonstrates students' preference between paper dictionary and the electronic one.



Graph 2.6 Students preferences

From the answers shown above, it can be seen that the majority of students 67% prefer using electronic dictionary, 27% remaining students reported that they prefer using the normal dictionary or the paper one

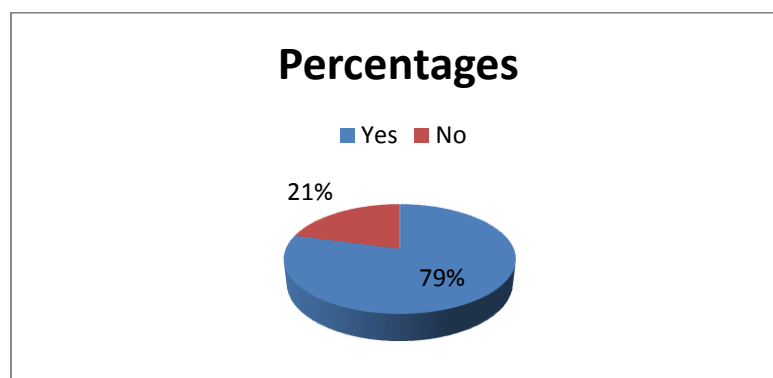
Question six: the shown graph clarify students' views about teachers changing their teaching method.



Graph 2.7 students Beliefs

It can be seen from the graph above that most of the respondents 41% Agree about teachers adopting new teaching techniques, and 25% of them strongly agree on studying with new techniques, and 23% were neutral about having new techniques and the rest 6% shows students disagreement, as well as 2% were strongly disagree on having new teaching techniques which means they like traditional way of studying English.

Question seven: the last graph discern the students' motivation towards the use of electronic dictionary



Graph 2.8 Students' motivation towards Electronic Dictionary.

On the above graph, there is there is diversity in the motivation of the participants towards electronic dictionary, in which 79% of the students state yes it does motivates learners in learning English, whereas 21% of them mention that No it does not.

2.6.2 Interpretation Of The Results

In this part, the major results that are collected from research tool will be discussed in relation to the already raised hypotheses. After analyzing the questionnaires' results, one can say that the majority of English students at the University Center Salhi Ahmed find the electronic dictionaries beneficial and useful tool in learning English, this can be explained by their attempts to use electronic dictionaries to better understanding of words and information, it helps them acquire and remember new vocabulary, enhance their English skills in natural context and provide them with correct pronunciation which leads to boosting their vocabulary and knowledge about words such as its origins. Thus; proving the first hypothesis. Furthermore, the striking majority are limited users of electronic dictionaries in classroom, while the great minority is distributed among never used and frequent users, this is due to many reasons among these reasons find that:

- Some teachers prohibit the use of electronic dictionaries.
- Students preferences between paper dictionaries and electronic ones
- The shortage of class time prevents students to collect huge amount of words and vocabulary.

Hence based on what was said, the second hypothesis was partly proven and more was discovered from respondents' answers, the results also revealed that most learners have good impressions about teachers using electronic dictionaries in classroom; they find it decent and suitable to their modern environment and generation, meanwhile, the rest are still preferring the paper dictionary, perhaps, it because they don't find it suitable to them.

In correlation with the findings of this inquiry, plurality of students agreed on teachers adopting new teaching techniques, while others were strongly agree about having new techniques in their EFL courses. The two remained questions were left open so the respondents can give their opinions and views about; first question was about the problems faced while using the electronic dictionaries.

Second question tackled the language skills developed with the aid of electronic dictionaries, related to the findings results.

- The problems faced while using electronic dictionaries refer to many reasons, including: poor access to internet, distraction, or it is not acceptable to use inside the classroom.
- The language skills developed with the aid of electronic dictionaries are: listening, writing, speaking, it is useful in expanding vocabulary, pronunciation of words, as well as sentence structure, translation, organization of words.

To sum up, it appears that EFL learners start preferring and using electronic dictionaries more than before, because they find it interested and attractive. Additionally it helps them to increase and build their capacities in language learning at level communication, and their writing expressions. As well as it saves time for teachers and facilitates the learning process by making it motivational and suitable for student's modern generation.

2.7 Suggestions And Recommendation.

Taking into account the previous findings of the primary and the secondary data, this work about the influence of the use of the electronic dictionaries in the learnability of EFL students provides the following recommendations:

- ❖ Take advantages of electronic dictionaries in EFL classes, in order to add variety to the learning environment and to attract the learners' attention.
- ❖ EFL students need to be aware of the educational aspects of electronic dictionaries once it is officially integrated in EFL curriculum, as well as using digital dictionaries for good.
- ❖ Inspire and encourage the learners to learn English language by suggesting tools and devices which can facilitates their process, provide them with so much benefits, and help them achieving good language level, by means of mastering the four language skills (writing, reading, listening, speaking correctly).

- ❖ Provide both teachers and students with the right tools and equipment to better learning process

This study also opens doors for future research options such as:

- ✓ Conducting the same research but with different sample such as foreign language high school students.
- ✓ Conducting further studies on teachers attitudes towards the use of electronic dictionaries
- ✓ Executing a study about electronic dictionaries focusing on language skills, using different data sources like classroom observation and interview.
- ✓ Conducting similar research but at private schools to investigate on the instruments used in EFL classes in private schools.
- ✓ Investigating the influence of electronic dictionaries usage in and outside classrooms.

2.8 Conclusion

This chapter showed the data obtained from the analysis of the research instruments which is students' questionnaire, and the discussion of these findings.

The research goal was to investigate on the influence of the electronic dictionaries usage at EFL students, the analysis used was both quantitative and qualitative. It was found out that the impact of using electronic dictionaries by EFL students were beneficial and helpful for many reasons; first their preferences between printed and digital dictionary, facilitations, rapid and direct access to words.

Electronic dictionaries offer different topics so the student gets to choose the ones that interest him/ her and that suit his level of English. Therefore, the two research hypotheses were confirmed and the last was partly proven, consequently, electronic dictionaries does not serve or focus only on one language aspects which is vocabulary, it governs all the language aspects and skills but in varying proportions.

General conclusion

In the last two decades, the integration of ICT tools have given so many benefits to learning languages, at level of EFL learners in which students have achieved a great outcomes with the aid of ICT instruments. Evidently, the development of technology has brought a variation of tools, which we can use in a different domains and fields such as; computer assisted language learning, computer mediated communication, Mobile assisted language learning, internet to communicate (social media) or to study by using Google translation, downloading electronic dictionary. Electronic dictionaries are the digital version of the printed dictionaries, it can be used by both teachers and students, it considered as the common tool between teachers and students.

Therefore, this study was carried out in order to find out the influence of the use of electronic dictionaries in the learnability of EFL students at the University Center Salhi Ahmed in Naama. It aims at investigating how can electronic dictionaries influence on the learner' language skills and developments, and whether it serves students needs in language or not.

The present study comprises two chapters; the first one was devoted to a theoretical background of the research in which the main concepts related to two subjects, the field in which electronic dictionary is attached to under the name of ICT tools, its definitions and aspects in relation language learning after that, it speaks about the use and different types of electronic dictionaries, the impact of electronic dictionaries on EFL students, it' integration in EFL classes. In the second chapter, the researcher described the work and its aspects. Later, it showed the data collected through the research tools, then proceeded into analysis, discussion and drawing of conclusions.

The present study implemented a carefully designed questionnaire administered to the students of the 1st year English students at the University Center Salhi Ahmed.

General Conclusion

The collected data provided by the questionnaire afforded evidence to support the hypotheses of the research.

The results revealed that the striking majority of students agreed that electronic dictionaries beneficial and useful tool in learning English by providing a direct access to information, variety of words, pronunciation, and its equivalents, and they use it as an aid to extend their vocabulary. Moreover, the findings clarify the student' beliefs, and preferences between printed dictionaries, digital ones.

Additionally, learners' good impressions about teachers who use electronic dictionary, it is considered as a new technique which teacher can use to build interested, motivational teaching environment, to help students achieve a good level in learning English.

Finally, this research provides valuable insights influence of electronic dictionaries usage at EFL classes and students.

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Appendix 01

Questionnaire

Dear student,

This questionnaire is a part of research work which seeks to find out your perceptions and expectations of the use of Electronic Dictionaries (E-Dictionaries) in English classrooms. We would be very grateful if you accept to fill in the questionnaire by ticking and selecting the response that reflects your opinion and commenting whenever possible.

Thank you for your collaboration

Part one: Demographic Information

Gender: Male ☐ Female ☐

Age:

Part two: the use of Electronic Dictionaries (E-Dictionaries) in classroom during English courses

1. Does the use of E-Dictionaries benefit in the English learning?

Yes ☐ No ☐

2. Do you like lectures when teachers use Electronic Dictionaries (E-Dictionaries) in their classes?

Yes ☐ No ☐

Why?

.....

.....

3. How often do you use Electronic Dictionaries (E-Dictionaries) in the classroom?

Never used ☐ Limited user ☐ Frequent user ☐

4. Does Electronic Dictionaries (E-Dictionaries) help you in learning English?

Yes ☐

No ☐

How?.....
.....
.....

5. You as a student, which version of dictionaries do you prefer to use in the classroom?

• teacher using normal dictionaries (paper) ☐

• using Electronic Dictionaries(E-Dictionaries) in your classes ☐

6. What do you think Teachers should change the traditional teaching method and adopt motivated techniques in teaching

• Strongly disagree ☐

• Disagree ☐

• Neutral ☐

• Agree ☐

• Strongly agree ☐

7. As a student does the use of Electronic Dictionaries (E-Dictionaries) motivates you in English classes?

Yes ☐

No ☐

8. What are the problems that you face while using Electronic Dictionaries (E-Dictionaries) in your courses?

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9. In your opinion what are the language skills that Electronic Dictionaries (E-Dictionaries) can develop?

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