العــدد العاشــر

لسنة 2020

شروط كتابة البحث العلمي في مجلة جامعة بنغازي الحديثة للعلوم والدراسات الإنسانية

1- الملخص باللغة العربية وباللغة الانجليزية (150 كلمة).
2- المقدمة، وتشمل التالي:
❖ نبذة عن موضوع الدراسة (مدخل).
❖ مشكلة الدراسة.
❖ أهمية الدراسة.
❖ أهداف الدراسة.
❖ المنهج العلمي المتبع في الدراسة.
3- الخاتمة. (أهم نتائج البحث ـ التوصيات).
4- قائمة المصادر والمراجع.
5- عدد صفحات البحث لا تزيد عن (25) صفحة متضمنة الملاحق وقائمة المصادر والمراجع.

القواعد العامة لقبول النشر

1. تقبل المجلة نشر البحوث باللغتين العربية والانجليزية؛ والتي تتوافر فيها الشروط الآتية:

● أن يكون البحث أصيلاً، وتتوافر فيه شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها من حيث الإحاطة والاستقصاء والإضافة المعرفية (النتائج) والمنهجية والتوثيق وسلامة اللغة ودقة التعبير.

● ألا يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى أو مستل من رسالة أو اطروحة علمية.

● أن يكون البحث مراعياً لقواعد الضبط ودقة الرسوم والأشكال ـ إن وجدت ـ ومطبوعاً على ملف وورد، حجم الخط (14) وبخط ('Arial 'Body) للغة العربية. وحجم الخط (12) بخط (Times New Roman) للغة الإنجليزية.

● أن تكون الجداول والأشكال مدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية.

● أن يكون البحث ملتزما بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية (APA) وتثبيت هوامش البحث في نفس الصفحة والمصادر والمراجع في نهاية البحث على النحو الآتي:

● أن تُثبت المراجع بذكر اسم المؤلف، ثم يوضع تاريخ نشرة بين حاصرتين، ويلي ذلك عنوان المصدر، متبوعاً باسم المحقق أو المترجم، ودار النشر، ومكان النشر، ورقم الجزء، ورقم الصفحة.

● عند استخدام الدوريات (المجلات، المؤتمرات العلمية، الندوات) بوصفها مراجع للبحث: يُذكر اسم صاحب المقالة كاملاً، ثم تاريخ النشر بين حاصرتين، ثم عنوان المقالة، ثم ذكر اسم المجلة، ثم رقم المجلد، ثم رقم العدد، ودار النشر، ومكان النشر، ورقم الصفحة.

2. يقدم الباحث ملخص باللغتين العربية والانجليزية في حدود (150 كلمة) بحيث يتضمن مشكلة الدراسة، والهدف الرئيسي للدراسة، ومنهجية الدراسة، ونتائج الدراسة. ووضع الكلمات الرئيسية في نهاية الملخص (خمس كلمات).

3. تحتفظ مجلة جامعة بنغازي الحديثة بحقها في أسلوب إخراج البحث النهائي عند النشر.

إجراءات النشر

ترسل جميع المواد عبر البريد الالكتروني الخاص بالمجلة جامعة بنغازي الحديثة وهو كالتالي:

✓ يرسل البحث الكترونياً (Word + Pdf) إلى عنوان المجلة info.jmbush@bmu.edu.ly او نسخة على CD بحيث يظهر في البحث اسم الباحث ولقبة العلمي، ومكان عملة، ومجاله.

✓ يرفق مع البحث نموذج تقديم ورقة بحثية للنشر (موجود على موقع المجلة) وكذلك ارفاق موجز للسيرة الذاتية للباحث إلكترونياً.

✓ لا يقبل استلام الورقة العلمية الا بشروط وفورمات مجلة جامعة بنغازي الحديثة.

✓ في حالة قبول البحث مبدئياً يتم عرضة على مُحكُمين من ذوي الاختصاص في مجال البحث، ويتم اختيارهم بسرية تامة، ولا يُعرض عليهم اسم الباحث أو بياناته، وذلك لإبداء آرائهم حول مدى أصالة البحث، وقيمته العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، ويطلب من المحكم تحديد مدى صلاحية البحث للنشر في المجلة من عدمها.

✓ يُخطر الباحث بقرار صلاحية بحثه للنشر من عدمها خلال شهرين من تاريخ الاستلام للبحث، وبموعد النشر، ورقم العدد الذي سينشر فيه البحث.

✓ في حالة ورود ملاحظات من المحكُمين، تُرسل تلك الملاحظات إلى الباحث لإجراء التعديلات اللازمة بموجبها، على أن تعاد للمجلة خلال مدة أقصاها عشرة أيام.

✓ الأبحاث التي لم تتم الموافقة على نشرها لا تعاد إلى الباحثين.

✓ الأفكار الواردة فيما ينشر من دراسات وبحوث وعروض تعبر عن أراء أصحابها.

✓ لا يجوز نشر إي من المواد المنشورة في المجلة مرة أخرى.

✓ يدفع الراغب في نشر بحثه مبلغ قدره (400 د.ل) دينار ليبي إذا كان الباحث من داخل ليبيا، و ($ 200) دولار أمريكي إذا كان الباحث من خارج ليبيا. علماً بأن حسابنا القابل للتحويل هو: **(بنغازي – ليبيا - مصرف التجارة والتنمية، الفرع الرئيسي - بنغازي، رقم 001-225540-0011. الاسم (صلاح الأمين عبدالله محمد).**

✓ جميع المواد المنشورة في المجلة تخضع لقانون حقوق الملكية الفكرية للمجلة.

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A Study of Dictionary Use by Libyan English Undergraduate Students

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Abstract.

This study is an attempt to investigate dictionary use among Libyan English students. The main goals of this study are to identify the types of dictionaries employed by Libyan EFL students, frequency of dictionary use, the type of lexical information sought in a dictionary, and the problems encountering Libyan EFL students while using a dictionary. The data was collected through a questionnaire administered to English students enrolled at the first year. The results of the study reveal that Libyan EFL students favor bilingual dictionaries over monolingual dictionaries. It was also found that the Libyan EFL students are not trained on how to use the dictionary effectively. As a result, these learners fail to take full advantage of the available dictionaries. For example, they primarily seek the definition of the target word and neglect other important information about the target word such its use and etymology. The results also reveal some of the most common problems encountering Libyan EFL students while using the dictionary such as identifying the right meaning in a polysemous word and failure to understand the definitions in monolingual dictionaries. The implications of these findings are discussed, and there are suggestions made regarding the importance of teaching dictionary skills.

Key words: Libyan EFL students, dictionary use, dictionary types, attitudes and problems in dictionary use.

الملخص:

هذه الدراسة هي محاولة للتقصي عن استخدام القاموس بين طلاب اللغة الإنجليزية الليبيين. وتتمثل الأهداف الرئيسية لهذه الدراسة في تحديد أنواع القواميس التي يستخدمها طلاب اللغة الإنجليزية كلغة أجنبية لليبيين، وتكرار استخدام القاموس، ونوع المعلومات المعجمية التي يبحث عنها هؤلاء الطلاب في القاموس، والمشكلات التي تواجه الطلاب الليبيين في اللغة الإنجليزية كلغة أجنبية أثناء استخدام القاموس. جمعت بيانات الدراسة من خلال استبيان تم إجراؤه على طلاب اللغة الإنجليزية المقيدين في السنة الدراسية الأولى. بينت نتائج الدراسة أن طلاب اللغة الإنجليزية كلغة أجنبية الليبيون يفضلون القواميس ثنائية اللغة على القواميس أحادية اللغة. كما وجد أنه لا يتم تدريب الطلاب الليبيين على كيفية استخدام القاموس بشكل فعال. نتيجة لذلك، لم يحقق هؤلاء المتعلمون الاستفادة الكاملة من القواميس المتاحة. على سبيل المثال، يسعى هؤلاء الطلاب في المقام الأول إلى تعريف الكلمة المستهدفة وإهمال المعلومات المهمة الأخرى حول الكلمة مثل استخدامها وأصولها. كما كشفت النتائج أيضًا عن بعض المشاكل الأكثر شيوعًا التي تواجه طلاب اللغة الإنجليزية كلغة أجنبية أثناء استخدام القاموس مثل تحديد المعنى الصحيح للكلمة متعددة المعاني والفشل في فهم التعاريف الموجودة في القواميس أحادية اللغة. وأخيرا تمت مناقشة الآثار المترتبة على هذه النتائج.

الكلمات المفتاحية: طلاب اللغة الإنجليزية كلغة أجنبية الليبيين، استخدام القاموس، أنواع القاموس، المواقف والمشكلات في استخدام القاموس.

Introduction.

Dictionary, being an essential tool for language learning, deserves to be allotted specific time in class since learning to use it is a priority if one desires to enlarge their vocabulary repertoire. Moreover, dictionaries in EFL settings where there is only a limited input of the target language are valuable tools for learning about the language and culture, especially when the teachers are not available and the students take full responsibility for their own language learning (Cubillo, 2002).

Dictionaries are faithful companions to language learners because they provide instant and accessible meanings of unfamiliar words for the learners. Therefore, the indispensable role of dictionaries in language learning has been emphasized by both teachers and researchers (Tseng, 2009). Dictionary is a rich source that provides learners with knowledge including not only the definition, spelling, and pronunciation of words but also detailed information such as etymology, collocations, and register

Research has also revealed that training on how to use the dictionary is essential; without this kind of training, EFL learners won't be able to take full advantage of dictionaries (Fan, 2000; Wright, 1998). It is, however, noticeable that EFL learners are not efficient users of the dictionary and fail to benefit from the many lexical features that dictionaries offer. Therefore, this study will investigate how dictionaries and types of dictionaries are employed by Libyan EFL learners.

Literature Review.

The dictionary is an essential tool that largely facilitates learning a second language. It is a rich source that offers classified information on lexemes, including their forms, meanings, usage, pronunciation, and origin. Because of the dictionary's valuable assistance, L2 learners start using it as soon as they begin learning a language.

A close look at the literature reveals that the dictionary is one of the oldest and mostly used books in literate societies with numerous and various names given to it (Kirkness, 2004). According to Schofield (1995), dictionaries play a major role that is as important as teaching grammar in teaching and learning English. Bejoint (1981) ascertains that a good dictionary must have specific features such as paper quality, good binding, offering encyclopedic information, clear definitions, usage guidance, including idioms, antonyms, synonyms, and most importantly being easily accessible.

Wright (1998) defines the dictionary as the most readily accessible, most widely employed and cheapest learning resource. It is an abundant resource of information for L2 learners as it provides them with deep knowledge about vocabulary, including not only meaning, pronunciation, parts of speech, collocation, but also deeper information such as etymology and register (Nakamura, 2000). The role of the dictionary even goes beyond providing lexical knowledge by assisting L2 learners in the comprehension and production of the text (Nation, 2001). Furthermore, Wang (2007) portrays the value of dictionaries for the second language learners as the value of maps for tourists.

Unfortunately, despite the importance of the dictionary in learning a second language, the use of dictionary by L2 learners has not attracted the attention of L2 researchers. Moreover, researching using the dictionary by L2 is relatively recent, and there hasn't been much research conducted thus far. The use of dictionary was first investigated by Tomaszczyk in 1979 through a questionnaire that aimed to find

information about the participants' personal language learning history, current language use, use of dictionaries, and evaluating the information dictionaries offer. The results showed that dictionaries were mostly used for translation purposes, then writing and reading came next respectively. The results also indicated that the participants preferred to use bilingual dictionaries regardless of their language proficiency level.

However, the most known and cited study of dictionary use by EFL learners is the one carried out by Bejoint in 1981. The study investigated the use of dictionary by French EFL learners through a questionnaire. The results indicated that the majority of the students preferred to use monolingual dictionaries and that for the type of information for which the participants consulted the dictionary, meaning was the most frequently sought type of information whereas etymology was the least sought type of information.

In another dictionary use study by Battenburg (1991), a dictionary use questionnaire was administered to participants at three language proficiency levels: elementary, intermediate, and advanced. The results indicated that most of the participants owned bilingual dictionaries. The results also showed that the participants used dictionaries mostly to look up definitions, and they rarely consulted dictionaries for etymology.

Kharma (1985) surveyed 284 students from the English Department at Kuwait University on dictionary use. The results showed that although the participants had both monolingual and bilingual dictionaries, they had preference for using bilingual dictionaries. The results also revealed that the participants had received little instruction on how to use the dictionary. It was also found that the participants faced difficulties understanding the vocabulary used to explain the meaning of words in monolingual dictionaries.

Taylor (1991) investigated dictionary use by Malaysian EFL learners. A dictionary use questionnaire was administered to students at tertiary levels to find out the preferred types of dictionaries, the type of information dictionaries were consulted for, and the difficulties encountered by the participants while using dictionaries. It was found that half of the subjects in the study used bilingual dictionaries, and that dictionaries were mostly used to look up definitions. Furthermore, understanding pronunciation symbols, and identifying the right meaning of polysemous words were the most frequently reported difficulties.

Schmitt (1997) investigated the use of dictionary by Japanese EFL learners. The results indicated that 85% of the subjects in the study owned bilingual dictionaries, and only 15% of the participants used monolingual dictionaries. In addition to this study, Baxter (1980) surveyed Japanese learners of English on dictionary use. A questionnaire was administered t o342 Japanese EFL learners at three international universities. The findings of the study indicated that the subjects depended mainly on bilingual dictionaries and rarely used monolingual dictionaries.

In another study that aimed to investigate vocabulary learning strategies employed by Sudanese learners of English by Ahmed in 1999, it was found that when it comes to dictionary use, the participants encountered difficulties understanding derivations, grammar classes of words, and the examples used to explain word usage. This study is the least optimistic study published in this field of research.

Al-Qudah (2014) investigated the ownership and use of dictionary among Jordanian students of English. The sample of the study consisted of undergraduate students majoring in the English department at four public and private universities. The data of the study, which was gathered through a dictionary use and ownership questionnaire, revealed that a little more than half of the sample owned printed monolingual and bilingual dictionaries. However, most of the participants preferred to use electronic dictionaries.

Statement of the Problem.

Despite all of the studies in the field of dictionary use by EFL students, the researcher has found no research that has ever been conducted on dictionary use among Libyan EFL learners of English. To bridge this gap in the literature, this study will investigate dictionary use by Libyan students majoring in the English language.

Significance of the Study.

The significance of this study stems from the topic it tackles, which aims to identify how the dictionary is used by English EFL learners in the Libyan context. Investigating this kind of dictionary use will help university instructors improve learning strategies employed by the Libyan students of English. Furthermore, the study will contribute unavailable data to the research literature of dictionary use among Libyan EFL learners. The findings of this study can be used by teachers working with other students in similar contexts who share some background with the participating students in this study.

Research Questions.

The present study attempts to answer the following questions:

1. Are the Libyan ELF students given any training on how to use the dictionary?

2. What are the attitudes of Libyan EFL students towards dictionary use?

3. What kind of dictionaries do the Libyan EFL students use?

4. What are the types of activities for which Libyan EFL students need to use the dictionary?

5. What kind of lexical information do the Libyan EFL students look up in the dictionary?

6. What problems do Libyan EFL students encounter while using the dictionary?

Research Methodology.

In order to achieve the set goals of this study, the researcher has devised a questionnaire adapting it from Hamouda (2013), a study on dictionary use among Saudi EFL learners. This study is quantitative, and the data obtained has been statistically analyzed, measuring and comparing the percentages of the participants' responses to the questionnaire items.

Participants.

The participants of the study were students in the English department at Omar Almukhtar University. Thirty two students from the first year were informed of the purposes of the study and willingly responded to the questionnaire. Their age range was between 17 and 19. All of these participants had studied English for more than 6

years before they majored in English at university, starting at middle school through high school.

Instrument.

After a thorough examination of the related literature (Bejoint, 1981; Diab, 1990; Battenburg, 1991; Al-Ajmi, 1992; Hamouda 2013), a questionnaire was adapted from Hamouda (2013), a study on dictionary use among Saudi EFL learners. Some modifications were made for the questionnaire in order to make it more appropriate for the context and goals of the study. For example, some statements were reworded and some phrases were added to make these statements clearer to the respondents.

The questionnaire consisted of 41 statements and was divided into five main parts. The first part investigated the participants' previous training on dictionary use and their attitudes towards dictionaries. The second part was aimed to find out the participants' preferences for dictionaries with regard to the dictionary language and format (e.g. paper, online, or electronic). The third part was devoted to dictionary use frequency, and how far these participants consulted the dictionary in relation to various language skills. The fourth part revealed the type of information the participants consulted the dictionary for. The last section dealt with the problems that the learners encountered while consulting a dictionary.

Procedure.

Prior to conducting the study, the questionnaire was piloted with a few students in order to check the clarity of the items and validity of the data- gathering tool. As a result, some modifications including changing the wording of some items were made such as the word essential in item 8 was replaced with the word important. Additionally, more statements were added to clarify some items were made in order make the questionnaire more appropriate to the context and participants of the study such as adding the phrase" to know the origin of words" to item 30. The results of the piloted questionnaire were excluded from the study.

The modified questionnaire was administered to the participants during the academic year 2019-2020. All of the participants were informed of the objectives of the study, and they gave consent to participate in the study. The participants were encouraged to give true and honest responses.

Data Analysis.

The data has been quantitatively collected from the participants' responses to the questionnaire. In order to analyze the data, the percentages of the participants' responses were calculated, and compared to each other.

Limitations of the Study.

It is hard to generalize the findings of this study because of the following limitations:

First, the study is limited to Libyan English students enrolled in the first year at the English department from one university. Including participants from more than one institution could have yielded more reliable results. Secondly, although the sample was very representative of the participating student population, it is still relatively small; a larger sample would have been more reliable and representative.

Results and Discussion.

The first part of the questionnaire seeks to find an answer to the first and second questions of this study pertaining to the participants' previous training on dictionaries and their attitudes towards dictionaries. This part consists of 10 statements which are presented in table 1 and 2.

Table 1 Training on how to use the dictionary

Training on the use of dictionary	Agree		Disagree	
	NO	%	NO	%
1) I have learned in class how to use a dictionary?	02	6.25	30	93.75
2) I know how to use a dictionary.	21	65	11	35
3) I started to use dictionaries at university.	12	37.5	20	62.50
4) I started to use dictionaries at high school.	14	43.75	18	56.25
5) I started to use dictionary as early as at middle school.	06	18.75	26	81.25

Table 1 shows the statistics regarding the participants' previous training on how to use the dictionary. The results show that 30 (93.75 %) of the participants have never had any training on using the dictionary. The results also show that 12 (37.50%) of the subjects started using the dictionary at university, whereas 14 (43.75 %) of the subjects began to use the dictionary at high school, and only 6 (18.75 %) used the dictionary as early as middle school.

This training gap is created due to the fact that university teachers believe that the students receive some training on dictionary use at high school, whereas high school teachers think that it is not necessary to give the students any instruction on how to use the dictionary assuming that it is a simple process to learn how to use the dictionary.

Below is Table 2 which presents the results to the second question of the study.

Table 2 The attitudes towards dictionary use

The attitudes towards dictionary use	Agree		Disagree	
	NO	%	NO	%
6) I don't like to use a dictionary.	12	37.5	20	62.50

7) I like using a dictionary during class.	12	37.5	20	62.50
8) A dictionary is an important learning tool for me.	23	71.87	09	28.13
9) Using a dictionary in the exam helps me.	22	68.75	10	31.25
10) I am satisfied with the kind of dictionary I use in the classroom.	22	68.75	10	31.25

Table 2 presents the statistical data gathered regarding the participants' attitudes towards using the dictionary in general. This data was obtained from the participants' responses to the questionnaire statements numbered from 6 to 10. As shown in the table above, 20 (62.5 %) of the participants indicated that they like using the dictionary in general, and 23 (71.87%) of the participants agreed that the dictionary is an important language learning tool.

Statements 7 and 9 asked the participants about whether they like using the dictionary in specific situations such as during the class or in an exam. The participants' answers indicate that 22 (68.75%) of them have preference for using the dictionary during an exam, whereas 20 (62.50%) of the participants doesn't like to use the dictionary during the class. Statement 10 asked the participants whether they are happy with the kind of dictionary they use; 22 (68.75%) of the participants showed satisfaction with the types of their dictionaries.

The data shown in this table confirms that the participants have positive attitudes towards dictionary use. Teachers should take advantage of this positive attitude and assist the students in order to learn how to use the dictionary effectively.

The second part of the questionnaire aims to answer the third question regarding the subjects' preferences for the dictionary language types and formats. This part is comprised of 7 items: four items are presented in table 3 and the other three items are shown in table 4.

Table 3 Dictionary language types

Dictionary language types	Agree		Disagree	
	NO	%	NO	%
11) I like to use the E-A bilingual dictionary.	25	78.15	07	21.85
12) I like to use the A-E bilingual dictionary.	12	37.50	20	62.50
13) I like to use the E-E-A bilingual dictionary.	19	60	13	40
14) I like to use a monolingual dictionary.	12	37.5	20	62.50

The data in table 3 displays the subjects' responses to the questionnaire statements pertaining to the language types of the dictionary. As shown in the above table, English- Arabic bilingual dictionary topped the list as 25 (78.15%) of the

subjects indicated their preference for using this type of dictionaries. The E-E-A bilingual dictionary came second in the ranking order, as 19 (60%) of the subjects reported their preference for this type of dictionaries. However, the least preferred types of dictionaries are the monolingual dictionary and the Arabic-English dictionary as only 12 (37.50%) of the subjects had preference for them. This finding is in agreement with findings of earlier studies such as Al-Ajmi (1992), and Diab(1990), who both found that their Arabic learners of English preferred E-A bilingual dictionary over the other types of the dictionary.

However, this preference for the bilingual E-A dictionary over the monolingual dictionary is not confined to Arabic learners of English. Rather, it seems to be the case with English learners from other language backgrounds as indicated by other studies with their language equivalent to the bilingual E-A dictionary, for example Tomaszczyk (1979), Baxter (1980), Bejoint (1981), and Hartmann (1983). This preference for bilingual dictionaries can be justified by the fact that learners feel more secure when they have access to explanation or translation in their own native language (Laufer, 1997). Furthermore, learners don't prefer monolingual dictionaries because they encounter a lot of difficulties understanding the definitions, especially the learners at low language proficiency levels (Bejoint, 1981; Laufer, 1997).

The fourth section of the questionnaire contains three items that aim to find out the participants' preference for the format of their dictionary.

Table 4 Dictionary format

Dictionary format	Agree		Disagree	
	NO	%	NO	%
15) I use Paper dictionary.	09	28.13	23	71.87
16) I use Electronic dictionary.	24	75	08	25
17) I use Online dictionary.	21	65.60	11	34.40

As the data shows in table 4, 24 (75%) of the participants indicated their preference for using an electronic dictionary, whereas the paper dictionary was the least preferred type of dictionary with only 28.13% of participants indicating their preference for it. A relatively good number of participants, 21, constituting 65.60 % of the participants reported preference for the online dictionary.

Learners tend to use electronic dictionaries because they provide fast translation for them. However, the information that electronic dictionaries provide for the learners is very limited compared to the information provided by the paper dictionary. For example, paper dictionaries provide information about word categories, usage, derivative, illustrations and examples, whereas electronic dictionaries provide only voiced pronunciation, instant translation and meaning of the target word. Additionally, most students don't have access to the internet all the time, and this is most likely why the online dictionary is less preferred than the electronic dictionary.

The third part of the questionnaire is an attempt to answer the fourth question of the study, and it consists of 5 items that show how far the Libyan EFL students use the dictionary for their four language skills (speaking, listening, reading, and writing) and translation activities.

Table 5 Dictionary use to aid language skills

Dictionary use for different language activities	Agree		Disagree	
	NO	%	NO	%
18) I use the dictionary during or after listening.	23	71.87	08	25
19) I use the dictionary when I read an English text.	26	81.25	05	15.62
20) I use the dictionary when I want to write in English.	22	68.75	09	28.12
21) I use the dictionary when I speak or want to speak in English (for preparation or after speaking).	09	28.12	23	71.88
22) I use the dictionary to translate from Arabic into English or from English into Arabic.	28	87.50	04	12.50

The table above presents the data obtained from the participants' responses with regard to their use of the dictionary to aid their four language skills and translation. A close look at the table reveals that the dictionary is mostly used to assist the participants to translate from Arabic to English; 28 (87.50) of the participants confirmed that they use the dictionary for A-E translation. Using the dictionary to assist their reading skill comes second in the ranking order as 26 (81.25%) of the participants reported using the dictionary while reading in English. This shows that translation and reading requires frequent use of the dictionary by the students.

Moreover, 23 (71.87%) of the participants indicated that they use the dictionary while listening in English, and 22 (68.75%) of the participants reported they use the dictionary for writing purposes. However, a low dictionary use frequency was reported in the speaking activities, as this has been reported by Only 9 (28.12%) of the participants.

The fourth part seeks to answer the fifth question of the study, and it consists of 10 statements dedicated to the type of information the participants reported seeking while consulting the dictionary.

Table 6 Types of information dictionaries are consulted for

Types of information looked up in a dictionary	Agree		Disagree	
	NO	%	NO	%
23) I use a dictionary to look up the meaning of a word or a phrase.	30	93.75	02	06.25
24) I use a dictionary for synonyms.	23	71.87	09	28.12
25) I use a dictionary to look up antonyms.	25	78.12	07	21.87
26) I use a dictionary to check spellings.	29	90.62	01	03.12
27) I consult a dictionary when I want to know the pronunciation of a vocabulary item.	25	78.12	06	18.75
28) I consult a dictionary when I want to see some examples about uses of a certain word.	17	53.13	15	46.87
29) I use a dictionary to find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items.	18	56.25	14	43.75
30) I use a dictionary for etymology (to know the origin of the word).	13	40	19	60
31) I use a dictionary to find out whether a word is in common usage.	13	40	19	60
32) I use a dictionary to check for collocations, i.e., words and phrases.	15	46.87	17	53.13

As shown in the above table, the most frequently looked-up information is meaning, followed by spelling, pronunciation, antonym, synonym, grammar, examples, and collocations. Usage and etymology come last as the least frequently looked up categories of information. The table clearly shows that the majority (93.75%) of the participants use a dictionary to look up the meaning of a word or a phrase. This confirms the same findings in other key studies on dictionary use in which the participants mostly checked their dictionaries for the meanings of words (Tomaszczyk, 1979; Bejoint, 1981; Battenburg, 1990).

Spelling is ranked as the second most frequently checked lexical information by participants in this study (90.62%). This concurs with findings by Tomaszczyk, (1979) and Hartmann, (1999) which indicate that spelling is of great importance for learners of English.

The third most frequently checked lexical information by Libyan EFL students is pronunciation and antonyms with a percentage of 78.12% of participants reporting checking them in their dictionaries. This means that pronunciation information tends

to be consulted more frequently by participants in this study, and this is in agreement with findings from other studies such as Tomaszczyk (1979), Bejoint (1981), Kharma (1985), and Diab (1990) who reported in their studies that the participants had consulted pronunciation relatively frequently. Looking up synonyms comes after antonyms in the ranking order with 71.87%.

It is also worth noting that consulting the dictionary for grammatical information, examples and collocation doesn't seem to be frequent with only 56.25 %, 53.13% and 46.87% respectively. Etymology and Usage were the least frequently checked lexical information with 40%.

The last part of the questionnaire is dedicated to answer the last question of the study. It is composed of nine items that deal with difficulties that face the EFL learners while using the dictionary.

Table 7 The difficulties in dictionary use

Problems encountered while using a dictionary	Agree		Disagree	
	NO	%	NO	%
33) I cannot find the word I am looking up	23	71.87	08	25
34) It is difficult to understand the definition	19	60	13	40
35) It is difficult to identify the right meaning in a polysemous word.	28	87.50	04	12.50
36) It is difficult to find the information I want.	19	60	12	37.50
37) The information I find in the dictionary is not enough.	17	53	14	43.75
38) It takes much time to consult the dictionary.	14	43.75	18	56.25
39) Too few examples are given in the dictionary.	14	43.75	17	53.13
40) Unclear examples are given in the dictionary.	14	43.75	17	53.13
41) I cannot understand the pronunciation information.	12	37.50	19	60

According to the statistics shown in the table above "identifying the right meaning in a polysemous word" is the most common problem facing the participating Libyan EFL learners. 28 (87.5%) of the participants indicated having this problem while using the dictionary. This problem is very common to all EFL learners and is not confined to Libyan Learners. The same problem was found to be the most frequently encountered among Saudi EFL learners in Hamouda (2013).

The statistics also reveals that "finding the word I am looking up" is the second most common problem as reported by 71.87% of the participants. Again, this result is in agreement with previous studies such as Hamouda (2013).   Both of

understanding the definition and finding the information sought come third in the common problems ranking orders. Both of these problems were reported by 19 (60%) of the subjects. The inability to understand the definitions can be caused due to encountering unfamiliar words in the definition, especially for elementary and low pre-intermediate learners.

Less than half of the participant (43.75%) indicated facing problems in dictionary use such as spending too much time consulting the dictionary, not finding enough examples, and the examples provided are not clear. Understanding the pronunciation information was the least common problem with only 37.50% of the participants reporting it. The majority didn't face problem with pronunciation because they were having a phonetics class in which they were introduced to the phonetic transcription and symbols.

Conclusion and Recommendations.

This study was an attempt to cover some aspects about dictionary use by Libyan EFL learners. Many conclusions can be drawn from the study. First, in agreement with the findings of earlier studies that were conducted on Arabic EFL learners (Al-Ajmi,1992; Diab,1990; Hamouda, 2013), this study has revealed that Libyan EFL students don't receive any instruction on how to use the dictionary neither early at schools nor later at university.

Second, it was found that Libyan students have positive attitudes towards using the dictionary as a language learning strategy, and they value it as a learning tool. This finding concurs with the finding of Hamouda (2013), who found the same positive attitudes among Saudi EFL learners. Third, the study revealed that Libyan EFL learners prefer to use bilingual dictionaries, and this finding is similar to finding in other key studies on Arabic EFL learners such as Al-Ajmi (1992), and Diab (1990), and Hamouda (2013). Fourth, it was found that Libyan EFL learners have preference for electronic dictionaries over paper and online dictionaries, and this finding is consistent with the findings in Hamouda (2013).

Moreover, it was found that Libyan EFL learners use the dictionary mostly for translation and reading purposes. However, there is low frequency use of dictionary for speaking activities. Furthermore, the results indicated that looking for the meaning of words was the main purpose of dictionary use and tracing the origin of words was the least sought information in dictionary use among Libyan EFL learners. These results are similar to the results in Hamouda (2013). Finally, the data showed that identifying the right meaning in a polysemous word was the most common problem, and understanding the pronunciation information was the least common problem encountering Libyan EFL learners.

Based on the findings of this study, a number of recommendations could be made. First, university teachers should provide instructions to their students on how to use the dictionary and don't assume they have received such instruction in schools. Second, teachers should take advantage of the positive attitudes of the students towards dictionaries and encourage them to use monolingual dictionaries as this will help grow their vocabulary repertoire.

Third, teachers should inform their students of online dictionaries and how these dictionaries are constantly updateable that they include even the most recently coined word. Fourth, teachers should teach their students about the good lexical features of their dictionaries such as the inclusion of derivatives, antonyms, and

synonyms, and how this helps improve their vocabulary proficiency. Finally, teachers should teach students vocabulary learning strategies such as guessing unfamiliar words from the context as this will help the students overcome the problem of identifying the right meaning of a polysemous word.

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Appendix I Questionnaire

	Agree	Disagree

1) I have learned in class how to use a dictionary?

2) I know how to use a dictionary.

3) I started to use dictionaries at university.

4) I started to use dictionaries at high school.

5) I started to use dictionaries as early as middle school.

6) I don't like to use a dictionary.

7) I like using a dictionary during class.

8) A Dictionary is an important learning tool for me.

9) Using a dictionary in the exam helps me.

10) I am satisfied with the kind of dictionary I use in classroom.

11) I like to use the E-A bilingual dictionary.

12) I like to use the A-E bilingual dictionary.

13) I like to use the E-E-A bilingual dictionary.

14) I like to use a monolingual dictionary.

15) I use Paper dictionary.

16) I use Electronic dictionary.

17) I use Online dictionary.

18) I use the dictionary during or after listening.

19) I use the dictionary when I read an English text.

20) I use the dictionary when I want to write in English.

21) I use the dictionary when I speak or want to speak in English (either for preparation for or after speaking).

22) I use the dictionary to translate from Arabic into English or from English into Arabic.

23) I use a dictionary to look up the meaning of a word or a phrase.

24) I use a dictionary for synonyms (similar words).

25) I use a dictionary to look up antonyms (the opposites).

26) I use a dictionary to check spellings.

27) I consult a dictionary when I want to know the pronunciation of a vocabulary item.

28) I consult a dictionary when I want to see some examples about the uses of a certain word.

29) I use a dictionary to find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items.

30) I use a dictionary for etymology (to know the origin of the word).

31) I use a dictionary to find out whether a word is in common usage.

32) I use a dictionary to check for collocation, i.e., words and phrases.

33) I cannot find the word I am looking up.

34) It is difficult to understand the definition.

35) It is difficult to identify the right meaning in a polysemous word (a word that has many meanings).

36) It is difficult to find the information I want.

37) The information I find in the dictionary is not enough.

38) It takes too much time to consult the dictionary.

39) Too few examples are given in the dictionary.

40) Unclear examples are given in the dictionary.

41) I cannot understand the pronunciation information.