A STUDY OF DICTIONARY USE BY ENGLISH MAJOR STUDENTS AT NARESUAN UNIVERSITY

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ABSTRACT

This research aims to study dictionary use by English major students at Naresuan University, an instruction on dictionary skills and its affect on students' performance in using dictionaries, and how the participants with and without such instruction self-develop their skills in using dictionaries. The participants were 110 first to third year English major students in the academic year 2013 at Naresuan University. The instruments used were a questionnaire and email interviews. The frequency and percentage were employed to analyze the collected data in the questionnaire, and inductive analysis was used for the collected data from the email interviews.

The questionnaire results revealed that the majority of informants (91%) favored English-Thai over English-English dictionaries. Looking for word meaning was the main purpose of consulting dictionaries (98%). Reading and writing were the major skills which learners usually used dictionaries for (44% and 43%). Most students (88%) preferred electronic dictionaries: pocket electronic dictionaries and online dictionaries, to paper dictionaries. The study also showed that 63% of the participants had received the instruction on dictionary skills, and they had the same opinion that such skills helped them to find their needed words faster and easily. The results of the email interviews revealed that the participants who had previously been taught and never been taught how to use dictionary furthered their self-development by frequently using the dictionary. Additionally, most of them agreed that teaching dictionary use should be incorporated into English lessons because they believed that their English grades and abilities would be improved if they can use dictionaries effectively.

Based on the study, dictionary use training should be incorporated into English lessons to enhance dictionary use skills as having these skills can encourage the language learners to acquire English by themselves.

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CHAPTER I

INTRODUCTION

Rationale of the Study

A dictionary is an important tool for learning the English language. It helps to clarify word meaning and enriches English knowledge for users. Learning English in Thailand generally occurs in the classroom, and students rely heavily on instructors who give an explanation of word meanings and grammatical structures and at the same time answer questions. However, a single teacher may not be able to respond to all questions from students in a short class period. The students whose questions are not clarified have to find a reliable resource to consult. Consequently, they choose to look up a dictionary; a valuable book for English learners, because it contains lexical information that helps users understand new words. In addition, a dictionary contains useful linguistics that can enlarge their English knowledge. For example, when dictionary users find the meaning of a needed word and they read the following information in its entry, they get more knowledge on parts of speech, samples of use, and constraints of use. In other words, the meaning of an English word can bring users to learn more words and more information. Therefore, a dictionary plays an important role in language acquisition for not only finding word meanings, but also enhancing English knowledge.

However, from my own experience as a dictionary user, I found that I cannot take full advantage of dictionaries although I have been using dictionaries for learning English for many years. I first received instruction on how to use a dictionary when I was in grade 7. Teachers taught me how to find word meanings from a basic English-Thai dictionary. They told me to look for needed words that were arranged in alphabetical order. After I found the words, I read their definitions. The teachers regularly assigned unknown words as homework for practicing using a dictionary. Then, when I was an undergraduate student, I was given advice in the use of an advanced English-English dictionary because it contained informative content that suited my educational level. However, I did not get any systematic instruction or training on how to use it. In other words, I have been taught and trained to use a basic dictionary, but not

to use an advanced dictionary. As a result, whenever I consult dictionaries, I always read only the meanings of the needed words and overlook the related information of the entry.

By the same token, my problem corresponds to that of the vast majority of students who learn English as a Foreign Language (EFL). Chan (2005) reports that the EFL learners cannot use a dictionary effectively as they lack dictionary skills and fail to notice the importance of the notes of usage (p. 7). For example, Nesi and Meara (1994 as cited in Chan, 2011, p.1) report that when learners consult dictionaries, they often ignore or misread the most informative elements of the entry. In the same light, Tono (1984 as cited in Kernerman, 1996, p.408) concludes from his experimental studies that users concentrate mainly on the beginning of entries, ignoring later sub-sense because too many examples can discourage the users from reading the entire entry. Thus, it can be assumed that they perceive the dictionary as a source for finding word meanings only. When they get the meaning of needed words, they do not want to spend more time reading the whole information. They seem to feel that they do not need to use extra information at that time. If they want to know about how to use that word in a sentence or check grammatical structures, they prefer to consult grammar book. Frankenberg-Garcia (2011 as cited in Ranalli, 2013, p. 77) states that "most students selected a grammar book, as opposed to any types of dictionary, as the best reference for searching prepositional collocations, suggesting an ability to distinguish between these common lexical features and preposition of time and place". Additionally, when they use dictionaries, some users cannot find the meaning that is appropriate for their reading task. Furthermore, Chan (2005, p. 1) points out "many students regularly consulted one or more dictionaries in their English learning of English as a second language, their dictionary skills were often not enough for them to cope with their learning demands". The results from the previous studies presented above, related to dictionary use, imply that these problems cause boredom in using a dictionary and learning English since the users think dictionaries cannot fulfill their needs and waste their time. For these reasons, dictionary use by Thai students as EFL learners was investigated in order to gain an insight into their usage patterns.

Statement of the Problem

Given the importance of dictionary skills as presented in the previous section, it is obvious that a dictionary is an essential instrument for learning languages. However, Kabalaei and Amoli (2011, p. 23) state that "language teachers and students are getting perplexed about the role of dictionaries in English teaching and learning". Teachers do not support their students to consult dictionaries in most English classrooms as they feel that using dictionaries during lessons would waste their time and slow down doing teaching (Ali, 2012, p. 2). Especially, in reading comprehension courses, the teachers believe that consulting a dictionary slows down reading and discourages L2 learners from guessing word meanings from contextual clues. Moreover, teachers do not teach dictionary skills in the classroom as they often assume that their students will learn to use dictionaries effectively on their own (Hunt, 2009, p. 21).

Dictionary using skills cannot be automatically improved with students' English study, but by instruction on dictionary using (Chen, 2007 as cited in Lou and Li, 2012, p. 80). Chi (1998) proposes the integration of instruction on dictionary reference skills into the foreign language courses. The Hong Kong Government has included the dictionary skills in the revised English Syllabus for Primary Schools along with study skills, reading skills, library skills, and enquiry skills since August 1996. Although dictionary skills are not included in the Thai national curriculum, some institutions such as King Mongkut's University of Technology Thonburi (KMUTT) provides skills training courses to all first- year undergraduate students to improve students' dictionary skills (Boonmoh, 2010, p. 57).

However, there has been little research conducted in Thailand on how Thai EFL learners use dictionaries. The researcher assumed that many Thai teachers believe that if their students can find word meanings then they will become successful in using a dictionary. As a result, they do not further investigate how their students use their dictionaries during the process of consultation. Moreover, some teachers assume that the dictionary is used only for finding word meanings, but not for developing learners' English knowledge at an advanced level. Consequently, the research on how Thai EFL learners use dictionaries was investigated.

Purpose of the Study

The current study aimed to investigate dictionary use among English major students at Naresuan University.

Research Questions

This study attempted to answer the following questions:

1. How do English major students at Naresuan University usually use dictionaries?

2. Have students received instruction on how to use dictionaries and how such instruction affects students' performance in using dictionaries?

3. How do students with and without instruction on how to use dictionaries develop their own skills in using dictionaries?

Significance of the Study

This study aimed to examine dictionary use among English major students at Naresuan University. The significance of this study included the following:

1. The received information informs teachers about how dictionary is used and the reasons underlying Thai EFL students' choice of dictionaries.

2. The findings can be used to raise instructors and students' awareness of the significance of teaching and learning how to use dictionaries.

Definition of Terms

To clarify particular terms that were used in this study, the following definitions are provided:

1. Dictionary refers to all types (monolingual, bilingual, and bilingualised dictionaries) and forms (paper and electronic dictionaries) of dictionaries.

2. Dictionary use refers to the habitual use of dictionaries by English major students at Naresuan University.

3. Dictionary skills refer to the abilities to effectively use a dictionary for equivalents, definitions, spelling, pronunciation, grammatical information and obtaining other information contained in dictionaries (Lew and Galas, 2008, p. 1274).

Scope and Limitations of the Study

This study focused on the investigation of dictionary use by English major students studying in Thai contexts. It was assumed that other learners of English with different backgrounds (different ages, cultural backgrounds, learning contexts, etc.) may exhibit different patterns. Further, the results of the study may not be a universal explanation applicable in all cases because students' use of dictionary is considered as much a personal behavior as a learned skill.

Basic Assumption

In this study, it was assumed that the answers received from participants were truthful.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The aim of this study was to examine dictionary use by English major students at Naresuan University. Therefore, the related literature and research were reviewed in order to gain sufficient background information for the study. This chapter involved the definitions of dictionary, types of dictionaries, forms of dictionaries, roles of dictionaries in language learning, dictionary skills among learners of English as a foreign language, and an overview of research studies conducted on the use of dictionaries. The review was divided into six sections as follows:

1. Definitions of Dictionary
2. Types of Dictionaries
3. Forms of Dictionaries
4. Roles of Dictionaries in Language Learning
5. Dictionary Skills among Learners of English as a Foreign Language
6. An Overview of Research Studies Conducted on the Use of Dictionaries

Definitions of Dictionary

Collins English Dictionary (2003, p. 438) defines a dictionary as a reference giving equivalent words in two or more languages, and consists of an alphabetical list of words with their meanings and parts of speech, and often a guide to accepted pronunciation and syllabification, irregular inflections of words, derived words of different parts of speech, and etymologies.

Laudau (1991, p. 5) defines a dictionary as a book that lists words in alphabetical order and describes their meanings. She also adds that modern dictionary often includes information about spelling, syllabication, pronunciation, etymology (word derivation), usage, synonyms, and grammar, and some illustrations as well.

Moreover and Kirkness (2004, p. 59) defines a dictionary as the prototypical work of lexical reference, containing information on words, phrases, and other lexical items, including their meaning, form, use, and history of words, it stores information in

print or electronic form and has an access system to allow users to retrieve the information in full or in part as readily as possible.

From the definitions above, the dictionary can be defined as a book that gives a list of the words of a language or more languages in alphabetical order and explains what they mean. The content includes pronunciation guides, parts of speech, usages, synonyms, etymological information, and some illustrations. The information contained in a dictionary can be presented in print or electronic form.

Types of Dictionaries

One way of categorizing dictionaries is by the number of languages contained in the dictionary. Nation (2001, pp. 288-290) puts dictionaries into three types: monolingual, bilingual, and bilingualised dictionaries. First, monolingual dictionaries are written in one language; they have an English headword, an English definition, and all examples and other information in English. This dictionary type is suitable for English learners who have English proficiency in intermediate level and above because they need to be able to interpret definitions and other information in the English language. Second, bilingual dictionaries are written in two languages. The head words or lemmas and the examples are in one language and the meaning is in another language. This dictionary encourages the use of translation as it provides meanings in a very accessible way, and they can have back translations, English-first language and first language-English. As claimed by Kirkness (2004, p. 61), this type of dictionary continues to be the most-used reference book in foreign language learning at all levels. Third, the bilingualised dictionaries are defined by Laufer (1997, p. 361 as cited in Alhaysony, 2011, p. 251) as "a dictionary that contains the monolingual information about a word and its translation into the learner's mother tongue". This dictionary provides only a short explanation that is suitable for fundamental needs. Apart from many types of dictionaries, there are several forms for presentation styles in each type of dictionary.

Forms of Dictionaries

Generally, dictionaries are classified into two modes of presentation; paper and electronic dictionaries (Zareiand Gujjar, 2012, p. 629). Paper dictionaries are a common format that English learners use. They are cheaper and easier to buy than electronic dictionaries. Additionally, they can be used any time and any place as they are independent of electricity supply; the battery, and Internet network. However, Nesi (1998) maintains that good paper-based dictionaries are bulky and heavy making them difficult to handle. Moreover, users have to spend more time finding the word meaning when compared to electronic dictionaries. As for electronic dictionaries, they can be subdivided into three types. First, hand-held electronic dictionaries or pocket electronic dictionaries that are notable for portability. They can store many words in a much smaller space compared to paper dictionaries. Second, dictionaries on CD-ROMs, they contain the same information as the printed form, but have to be accessed at a computer workstation. Last, online dictionaries (accessible from computers, Personal Digital Assistant (PDAs), and Smartphone), they allow anyone around the world to update new words frequently at any time and users can compare the meaning from other websites. According to Lou and Li (2012, p. 80), the electronic dictionaries are loved by more and more English learners for its convenience, speed and various functions including its pronunciation, but Zarei and Gujjar (2012, p. 630) claim that they are fragile, expensive, and depend on power supply and the Internet network. At this point, dictionaries have been produced in various types and forms for different requirements of English learning.

Roles of Dictionaries in Language Learning

Dictionaries can be used for several purposes. Scholfield (1982, 1997 as cited in Nation, 2001, p. 281) has distinguished the different skill uses for dictionaries which are to be used for productive skills and comprehensive skills. As for the productive skills, they are those speaking and writing skills that learners need to produce correct language written or spoken. Learners need to find word forms to express messages or turn ideas into language. For example, the learners use dictionaries for looking up unknown words needed to speak, write and translate. Also, they can check if that word exists, find a different word to use instead of a known one, and correct any errors. Another function of dictionaries is for the receptive skills of listening and reading.

According to British Council (2013), learners do not need to produce language to do receptive skills, they received the language visually or aurally and understand it. Thus, they need vocabulary knowledge to understand texts and conversations clearly. For instance, Nation (2001, p. 281) when language learners are confronted with unknown words while listening or reading, they can use dictionaries to look up the meaning of the word, confirm the meanings of partly known words or guesses from context. In sum, dictionaries play an important role in every language skill.

Dictionary Skills among Learners of English as a Foreign Language

Dictionary skills are the abilities to effectively use a dictionary for discovering equivalents, definitions, pronunciation and grammatical information and obtaining other information contained in dictionaries (Lew and Galas, 2008, p. 1274). According to Lou and Li (2012, p. 82), these skills are important for learners of a foreign language because students who have such dictionary skills can more readily learn and solve problems by themselves. However, there are many students who do not fully understand how to use English dictionaries and who are not aware of the importance of dictionary skills (Zhao, 2004 as cited in Lou and Li, 2012, p. 82). Lew and Galas (2008, p. 1274) examined the question of whether dictionary skills can be taught effectively in the classroom. They tested the reference skills of a group of Polish primary-school students attending English classes twice: prior to and following a12-session specially-designed training program. Participants also responded in a questionnaire. The research found that the participants denied receiving training in dictionary skills or having read the user's guide in their dictionaries. Notwithstanding, the participants indicated that they believed that dictionary skills are learnable, and they felt that they did have a high level of skill in dictionary usage. They thought that "they had picked up dictionary skills through natural dictionary use" (Lew and Galas, 2008, p. 1279). However, they performed rather poorly on the pre-test scores. Significantly, following a training program such as the ability to differentiate plural and singular nouns, locate and translate idiomatic expressions and plural verbs, their performance improved substantially. The researchers concluded that a dictionary skills training program was effective in teaching language learners at this level to use dictionaries more effectively, though different skills benefitted to different degrees. Similarly, in a survey conducted by Chow, So-wah, and Amy (2004) which

included a questionnaire survey and interviews investigating the use of dictionaries by F.6 students who were aged between seventeen and nineteen in a Hong Kong secondary school found that training students in dictionary skills was effective in enhancing students' learning. In view of the lack of such training, most students voted for incorporating teaching dictionary use into the formal curriculum. This can be integrated into regular lessons once a week, or be done with English learning tasks whenever possible. The researchers suggested that students should be trained to appreciate their dictionary as a rich source of information and learn to make good use of it to gratify their learning needs. The next section focuses on previous studies related to dictionary use by learners of English from various EFL contexts.

An Overview of Research Studies Conducted on the Use of Dictionaries

A number of recent studies, Alhaysony (2011), Ali (2012), Boonmoh (2010) and Ryu (2006) reported that many EFL learners preferred a bilingual dictionary to a monolingual dictionary because it explains in the learner's mother tongue making it easier to understand. Alhaysony (2011) conducted a questionnaire survey and interviews to investigate the dictionary look-up behavior of Saudi female EFL students. Participants were 132 fourth-year university students majoring in English. The result indicated that the English-Arabic bilingual dictionary was more frequently used than any other type of dictionary and that hand held electronic dictionaries were used more than paper dictionaries. Similarly, Ryu (2006) surveyed the needs and habits of 181 freshmen Korean EFL college students in using English dictionaries. The result also confirmed Alhaysony's findings that the participants preferred bilingual dictionaries to monolingual dictionaries and 38.6% of them owned a pocket electronic dictionary. Ali (2012) used a questionnaire to explore 20 teachers and 100 students on their attitude toward the use and the training in the use of dictionaries in Oman. The result revealed that the vast majority of the teachers preferred their students to use only monolingual dictionaries because they will help them acquire foreign language skills more effectively. Additionally, in that study, the teachers complained that bilingual dictionaries are likely to encourage translation. Students did not agree, preferring to use bilingual dictionaries because they provide meanings in a very accessible way. In this regard, Chan (2011) used a questionnaire and interview survey on advanced Cantonese

ESL learners' preference for bilingualised dictionaries or monolingual dictionaries. The questionnaire survey was implemented with about 160 university English majors in Hong Kong and three focus group interviews were conducted with 14 of these participants. The result of the questionnaire survey on dictionary choices reported that most respondents used both bilingualised dictionaries and monolingual dictionaries instead of relying on only one type of dictionary in their work or studies. The respondents' usual patterns of using both types of dictionaries tended to use a bilingualised dictionary first, followed by a monolingual dictionary when they encountered understanding problems (49%),when they looked for English definitions and examples (47%), and when the information given was not satisfactory (45%). Atkins and Varantola (1998 as cited in Alhaysony, 2011, p. 255) found that participants using bilingual dictionaries to find equivalents and monolingual dictionaries to confirm such about equivalents they already knew.

In terms of form, Boonmoh and Nesi (2008) revealed that pocket electronic dictionaries have particularly become popular among Asian learners of English in the past decade. The majority of Japanese learners of English (72% of 279 students) owned a pocket electronic dictionary, and tended to use it exclusively, although they also owned a paper dictionary (Kobayashi, 2006). Taylor and Chan (1994) surveyed 494 students in Hong Kong. The result showed that the informants preferred pocket electronic dictionaries to dictionaries in book form because of their ease and speed of electronic look-up although they believed that paper-based dictionaries were more detailed and accurate. Boonmoh and Nesi (2008) surveyed dictionary use by 30 Thai university staff and 1211 non-English major students. Although the findings stated that 82% of students owned a monolingual dictionary in book form and 40% owned pocket electronic dictionaries, the students seem to prefer pocket electronic dictionaries to paper dictionaries when they were left to their own devices. However, the teachers complained that pocket electronic dictionaries are more expensive than the paper ones, and do not provide enough information such as sentence examples and usage.

Additionally, whilst the main objective of dictionary use is to find out the meaning of words (Chan, 2011; Chi, 1998; Hartmann, 1999; Ramos, 2005; Roongrattanakool, 2013; Ryu, 2006), information such as pronunciation, usage, and examples were respectively important. The collocation information and the introductory

information in the front of a dictionary were almost never used. As claimed by Chan (2005), very few dictionary users had consulted the user's guide before using a dictionary although they lacked dictionary skills. It is remarkable that so few ESL/EFL learners have been taught dictionary skills. Even when they had, they had not been taught systematically (Chan, 2011; Chi, 1998; Ramos, 2005). Ryu (2006) obtained similar result in her study that 58.6% of participants had not received any instruction, 41.4% of respondents had received some instruction in dictionary use, but only 9.4% among them received structured instruction. A similar study conducted by Chan (2005) on 106 undergraduate students at the City University of Hong Kong found that about half of respondents had never been taught how to use a dictionary. Many of them, 46.7%, were taught only in their primary schools. In addition, many students regularly consulted one or more dictionaries in their English learning, but their dictionary skills were often not enough for them to deal with their learning demand. According to Hartmann (2000), the result from a survey of dictionary use among 710 students across the University of Exeter during 1998-1999 reported that 34.6% of the respondents had never been taught how to use a dictionary, and over 60% felt that it would be very important to be taught.

It is obvious from the previous studies that the dictionaries play crucial role for learners of English in every EFL context. The result from these studies reported that EFL learners preferred bilingual dictionaries to monolingual dictionaries and if they used both type of dictionaries, they used a bilingual dictionary first followed by a monolingual dictionary. The pocket electronic dictionaries were accepted significantly for portability, size and for reaching the word meaning quickly. Finding definitions of unknown words was the main purpose of consulting a dictionary. It is remarkable that the learners ignored reading the notes of usage although they had never been taught in dictionary skills. The dictionary use by Thai EFL learners also performed in the same way as those in other EFL context, according to Boonmoh and Nesi (2008). However, they did not investigate on the students who had been received the instruction, how they continued developing their own skills in using dictionaries. As a result, this study aimed to investigate on the students who had been received instruction on how to use dictionaries, how they developed their own skills in using dictionaries and how such instruction shaped their performance in English learning.

CHAPTER III

METHODOLOGY

The purpose of this study was to examine dictionary use by English major students at Naresuan University. To achieve the purpose of the study, this chapter explained the information about participants, instruments, instrument's validity, procedure, and data analysis.

Participants

Participants were 110 (88 females and 22 males) first to third year English major students at the Faculty of Humanities, Naresuan University in the second semester of the academic year 2013 who participated in a questionnaire survey, and 16 of them participated in email interviews. However, the fourth year students did not participate in this study because they were off the campus for professional training; as a result, it was inconvenient and difficult for them to take part in collecting data. The researcher distributed 161 copies of questionnaires to the participants and received 143 questionnaires in return. Of these 110 completed questionnaires could be analyzed. Additionally, 61 out of 110 returned questionnaires had signed informed consent forms to participate in email interviews. Among the 61 email addresses, there were 9 inactivate email addresses. Then, the researcher sent a first set of interview questions; there were 16 participants who answered the first interview questions via email, 4 informants withdrew at the second set of interview questions, 3 informants withdrew at the third set of interview questions. Consequently, there were 9 informants (including, 8 females and 1 male; 7 freshmen, 1 sophomore, and 1 junior students) out of 16 informants answered all three sets of interview questions.

The researcher chose English major students because dictionary skills play a crucial role in their completing assignments and examinations. These students have more opportunity to use various types and forms of dictionary as compared to students in other majors. For example, in the English literature subject, the students obviously need vocabulary knowledge to understand content. If they are confronted with unknown

words such as 'mythology' and 'metaphor' while reading, they need bilingual dictionaries (English-Thai) to find the meanings. Next, on the subject of translation, this course includes translation from English into Thai and from Thai into English. The learners use both bilingual (English-Thai and Thai-English) and monolingual dictionaries (English-English). In some cases, they will also need to consult technical dictionaries to know each word meaning correctly before changing them into another language using the right meaning. Then, a writing course is a way to pass on the ideas of the writers to the audience in the form of written text. Writers need ability in choosing words that have familiar meanings and as a result they can transfer their ideas to English in exact sense. Apart from using bilingual dictionaries (Thai- English) to find the equivalent word in English, writers can use monolingual dictionaries (English-English) to reaffirm meanings, collocations and grammatical rules. For oral skill, this skill has to go together with listening skill. To pronounce words correctly, the students can study how to put strong and weak stresses in a word or group of words from phonetic scripts in paper based dictionaries. However, if they prefer listening to pronunciation, stress, and intonation of people from different countries such as Americans, Australians, British, and Canadians, they can refer to electronic dictionaries in the form of Talking Dict, CD-ROMs or online dictionaries. The information regarding the use of dictionaries described above is presented in the Table1.

Table 1 Types and Forms of Dictionary Used for each Subject by English Major Students

Subjects	Types of Dictionary			Forms of Dictionary			
	Monolingual dictionary	Bilingual dictionary	Technical dictionary	Paper dictionary	Electronic dictionary	CD-ROMs dictionary	Online dictionary
Literature		✓		✓			
Translation	✓	✓	✓	✓			
Writing	✓	✓		✓			
Oral skills	✓			✓	✓	✓	✓

As mentioned above, it is clear that English major students inevitably use dictionaries. They have to use dictionaries of more than one type and form together in some subjects. Other major students usually use dictionaries only to find word meanings. As a result, the English major students are appropriate representatives of dictionary users because they can use the comprehensive information contained in dictionaries and can provide more informative data that fit the research questions.

Instruments

This research aimed to study human behavior, particularly students' use of dictionaries which is considered to be a complex performance. Different social backgrounds and life experiences affect people's perception toward the same phenomena such that they may respond in the same or different ways. Hence, in order to get a complete result and to understand the underlying reasons behind their differences in using dictionaries, qualitative research is a suitable approach to use in this study. As mentioned by Hancock (2002, p. 2), qualitative research aims to understand, interpret, and describe the social phenomena concerned with the opinions, experiences and feelings of individuals producing subjective data. Additionally, Guion, Diehl and McDonald (2011, p. 1) declare that qualitative data collection is an open-ended process as it allows further topics to emerge from the contexts during data collecting. As a result, researchers can develop processes to suit new situations to probe in-depth information. The data analysis, it focuses on interpretation and synthesis of the received data and the results are presented in descriptive explanations. In contrast, quantitative research attempts to verify if hypotheses are true and to determine a relationship between or within variables. In this connection, researchers use control measurements to collect data. Then, they analyze data and the results presented in statistical forms. Seliger and Shohamy (2000, p. 122) state, "qualitative research utilizes several different methods in the same study to compile a more complete picture of the activity or event being described and to facilitate validation and triangulation". This study used two research tools; questionnaire and electronic mail (hereafter email) interviews. The questionnaire used as a primary data collection method because it can collect information on attitudes and opinions from a large group of participants at the same time (Mackay and Gass, 2005, p. 92). The elicited information provides a scope and trend of overall dictionary

use behavior and its results can be presented statistically. At the same time, the received data is helpful in further data collection activities such as in-depth interviews. The in-depth interviews work intensively with few informants, the researcher can interview comprehensively the remarkable informants from those answering the questionnaire. For instance, in this study the participants who were English-English dictionary users or English-Thai dictionary users, or Thai-English dictionary users.

Questionnaire

Questionnaires and interviews are the most popular instruments in studies of dictionary use (Boonmoh and Nesi, 2008). Related researchers who have used the same instruments are Alhaysony (2011), Chan (2011) and Kobayashi (2006). The questions used in the questionnaire and email interviews of this study were adapted from these following resources: 1) Case study: The Exeter University survey of dictionary use by Reinhard Rudolf Karl Hartmann (1999), 2) The use of pocket electronic dictionaries as compared with printed dictionaries by Japanese learners of English by Chiho Kobayashi and 3) Dictionary use by Korean college students by Jesun Ryu (2006). The questionnaire (See Appendix A) of this study is composed of 2 sections as follows:

1. Section 1 includes 2 close-ended items asking about participants' background information: genders and years in college.

2. Section 2 covers 7 close-ended questions presented as multiple choices and 1 open-ended question asking about practices and patterns of dictionary use.

Subsequently, the information obtained from the questionnaire guided the interview questions (See Appendix B) in order to elaborate their answers, because the questionnaires cannot provide complete information concerning the participants' dictionary use. Mackay and Gass (2005, p. 96) state, "questionnaires usually do not provide a complete picture of the complexities of individual contexts". From their different life experiences and perceptions, respondents may pick the same choice in the questionnaire but due to different reasons. Rubin and Rubin (2005, p. 24) also state, "People may have different conceptions of fairness, happiness, or religious belief. Two respondents may answer "yes" to a question, but means different things". Therefore, the interviews provide ways to explore more deeply participants' perspectives on events and experiences where the researcher considers it to be useful and relevant to do so (Hatch, 2002, p. 91). For instance, participants answered the interview questions that

they have been taught how to use dictionaries; the researcher asked them if such instruction shaped their English learning. In contrast, if they have never received the instruction, the researcher may further ask them how they developed their skill in using dictionaries.

Email Interviews

The interviews were conducted via email instead of a face to face interaction. As the email interviews allow respondents to complete the interviews at their convenience, they have more time to think and edit their answers before returning via email (Meho, 2006, p. 1291). In face-to-face interviews, however, interviewees must answer questions immediately or in a short time period, so they may fail to think carefully before answering. For this reason, the answers from email interviews are more reliable. Furthermore, the researcher has plenty of time to think about follow-up questions before sending to informants. As Meho (2006, p. 1291) points out, "This email allows both researchers and the interviewees to take the time to be more thoughtful and careful in their responses". Additionally, email interviewing eliminated the "halo effect" that can occur in face-to-face interviews. The "Halo effect refers to what happens when interviewees pick up cues from the researcher related to what they think the researcher wants them to say, thus potentially influencing their responses" (Mackay and Gass, 2005, p.174). Moreover, using email interviews to communicate with informants is a suitable way as it provides a sense of privacy or safety that allows greater disclosure of intimate and stigmatizing information (McCoyd and Kerson, 2006, p. 397). Similarly, Bakar, Latif and Ya'acob (2010, p.137) state that using blogs which are also known as online journals or web diaries is an Internet-based resource as a place to communicate and foster more confidence and comfort of students in expressing their ideas compared to face-to-face communication. Additionally, the data from email interviews is in written text that is easy to analyze. As Plowright (2011, p. 26) states, "a set of questions distributed via email would make the research more manageable."

Types of interview questions of this study are standardized open-ended interviews. Turner (2010, p. 756) states, "standardized open-ended interviews are likely the most popular form of interviewing utilized in research studies because of the open-endedness, allowing the participants to contribute as much detailed information as they desire". The richness of the interview is heavily dependent on follow-up questions,

according to Marshall and Rossman (2011, p. 145). Therefore some informants may receive follow- up questions to fully complete their responses in case of ambiguous answers.

Instrument's Validity

To prove the content validity of the questionnaire and interview questions, the IOC (Index of Item-Objective Congruence) approach was used. The questionnaire and interview questions were given to three lecturers of department of English language, Faculty of Humanities, Naresuan University to verify the content validity of the instruments. The three lecturers were requested to give a score to each question by using three numbers: -1, 0, and +1 which refer to "not consistent" with the research questions, "not sure", and "consistent" with the research questions, respectively. Later, the average score was calculated and employed to decide whether to use a particular question. The average score for accepting a question was a minimum of 0.5. If the average score for a question was less than 0.5, the question must be changed and re-validated (Saiyote and Saiyote, 1995). After three lecturers considered the content validity of each question item, it was found that the content validity of questionnaire items 9 was 0.6 and the content validity of other items was 1.00. The content validity of the whole questionnaire was 0.96. For interview questions, the content validity of interview question items 10 and 11 were 0.6 and the content validity of other items was 1.00. The content validity of the whole interview questions was 0.95. Those questionnaire items and interview question items obtained a higher score than the minimum rate of content validity, 0.7, that was considered acceptable for conducting the research; therefore, they were valid to measure the dictionary use by English major students.

Procedure

After the instruments had been designed and measured for content validity, the distribution and collection of data followed these steps.

The first step, the researcher asked permission to distribute the questionnaire from lecturers of first to third year English major students. Then, the questionnaires were administered to 161 English major students during a regular class period by the researcher. The researcher also explained the research objectives and responded to

questions concerning the questionnaire. This data collection took about 20 minutes for students to complete the questionnaire.

Next, in the part of email interviews, the researcher attached a consent form to the questionnaire and explained to the students if the students were willing to participate in the email interviews, they were requested to sign the consent form and wrote down their email address in the returning questionnaire. The informed consent form (See Appendix C) included the information as follow:

Explanation of the Study

The participants were clearly informed regarding to the objectives, methodology, the anticipated benefit and possible risk that might occur upon the participation in this research project with understanding.

Confidentiality of Participants

All of the information collected would be confidential and would only be used for research purposes. Participants' identity would be anonymous. Whenever data from this study are published, a pseudonym would be used.

Withdrawal of consent

Students could withdraw from this data collection anytime and it did not effect to their educational grades.

Member checking

The researcher returned manuscripts to participants and asked them to review their statements for accuracy. The participants could affirm that the researcher had accurately reported their narratives.

Last, one week after finishing data collection in the part of questionnaire, 3 sets of interview questions, each composed of 4 open-ended questions, were sent to their email addresses. Each email recipient was given around 2 weeks to answer the questions before returning the answers via email. One week after sending the emails, a text message was sent via email to remind them of answering the interview questions. Additionally, some participants received follow-up questions to ask for elaboration of their possibly vague answers. These email interviews took around 2 months to obtain complete information.

Data Analysis

In qualitative research, data collection and analysis usually go hand in hand to build a coherent interpretation (Marshall and Rossman, 2011, p. 208). This means that whenever new data are added to the data set, all of the data should be read before analysis continues according to Hatch (2002, p. 163).

Questionnaire

After finishing each data gathering, the researcher checked the completeness and accuracy of the received information. For each questionnaire, the researcher checked if the participants responded to every question. Then, a frequency analysis, a type of descriptive statistics, was used to analyze the data because it can indicate how often a phenomenon occurs by counting the number of occurrences. For open-ended questions in this part, the emergence of new ideas was checked in order to guide subsequent data collection activities.

Email interviews

For email interviews, the researcher checked if returned emails had ambiguous answers. Consequently, a follow-up clarification email was sent to participants until the researcher got complete information to answer the research questions. Then, the data from the emails were analyzed in three phases. First, the data from the email transcripts were read carefully and coded; the codes could be words, sentences or pseudonyms. Then the coded data were categorized according to themes. The themes were in relation to the research questions. Finally, these data were analyzed by relying on an inductive analysis. Thomas (2003, p. 3) states, "inductive approaches are intended to aid an understanding of meaning in complex data through the development of summary themes or categories from the raw data ("data reduction")". Given this, the researcher reread the data and considered repeated occurrence of each phenomenon to analyze the way it was used, to be able to define the patterns of behavior and to give the explanation of such behavior. This intention followed Mackay and Gass (2005, p. 179) who state, " in inductive data analysis the goal is generally for research findings to emerge from the frequent, dominant, or significant themes within the raw data, without imposing restraints as is the case with predetermined coding or analysis themes". The data from qualitative research were categorized systematically under unconstructed prior themes. However, some individual responses from informants were exceptional resulting in the

researcher having to analyze them separately. Therefore, the research findings were presented in descriptive form; giving summary descriptions, and then following that by illustrative quotes from the actual data.

This chapter provided the steps used to conduct the study. It described about English major participants, instruments: questionnaire and email interviews, instrument's validity, procedure: explanation of the study, confidentiality of participants, withdrawal of consent, member checking and data analysis.

CHAPTER IV

RESULTS

This chapter reported and described the results of the study of dictionary use by English major students at Naresuan University. The answer to each question was obtained from the collected data from the returned questionnaires and the email interviews. The three research questions were employed to organize the presentation of the findings.

Questionnaire Results

Research Finding One

The first four questions in the questionnaire asked the participants to identify their use of dictionaries including types, forms, purposes, and activities of dictionary use. Research question One is "How do English major students at Naresuan University usually use dictionaries?" The obtained data were analyzed as to frequency and percentage. The results are shown in Tables2-5.

Table 2 presents the different types of dictionary that participants usually used. Most of them favored bilingual (English-Thai) 91%. Only 4.5% chose monolingual (English-English) and 4.5% bilingual (Thai-English).

Table 2 Types of Dictionary Used by Participants

Types of Dictionary	Frequency (n=110)	Percentage (%)
Monolingual: English-English	5	4.5
Bilingual: English-Thai	100	91
Bilingual: Thai-English	5	4.5
Others	0	0

Table 3 shows the forms of dictionaries that participants always consulted. Pocket electronic dictionaries were the most popular among users. They were used by 51% of the participants, and online dictionaries were used by 37% of the participants. Traditional paper based dictionaries were used by 11% of the participants, and only 4.5% of respondents used dictionaries on CD-ROMs or installed on the computer.

Table 3 Forms of Dictionary Used by Students

Forms of Dictionary	Frequency (n=110)	Percentage (%)
Paper dictionaries	12	11
Pocket electronic dictionaries such as Talking Dict	56	51
Dictionaries on CD-ROMs or installed on the computer	5	4.5
Online dictionaries	41	37

Table 4, the results represent the purposes of using a dictionary. Most of the participants (98% and 72%) used a dictionary for checking word meaning and parts of speech of words, whereas the least number of respondents (23% and 13%) checked a dictionary for idioms and etymologies. Other information such as pronunciation, spelling, synonyms and antonyms of words, information about usage of words, and collocations, were important to lesser degrees.

Table 4 The Purposes of Using Dictionaries

Types of Information	Frequency (n=110)	Percentage (%)
Word meaning	108	98
Spelling	60	55
Pronunciation	72	65
Idioms	23	23
Information about usage of words	48	44
Parts of speech of words	79	72
Collocations	33	30
Synonyms and antonyms of words	57	52
Etymologies	14	13
Others	3	3

Table 5 shows that reading and writing were the most important activities, with 44% and 43% respectively. Listening and speaking were the activities in which the respondents consulted their dictionaries least frequently; 11% and 3% respectively.

Table 5 The Skills Used When Consulting Dictionaries

Skills	Frequency (n=110)	Percentage (%)
Listening	12	11
Speaking	3	3
Reading	48	44
Writing	47	43

The Tables 4-5 above show the use of dictionary by English major students. The following questions provide the information of receiving an instruction on how to use dictionaries and how such instruction affects students' performance in using dictionaries.

Research Finding Two

The questions 5-6 in the questionnaire asked the participants if they had received instruction on dictionary use. Research question Two is "Have students received instruction on how to use dictionaries and, further, how such instruction affects students' performance in using dictionaries?" The results are shown in Tables6-7.

Table 6 illustrates that 63% of the participants had received instruction on dictionary use, with 37% had not received such instruction.

Table 6 The Number of Respondents Receiving Instruction on Dictionary Use

Have Received Instruction on Dictionary Use	Frequency (n=110)	Percentage (%)
Yes	69	63
No	41	37

Table 7 shows that among the participants who had received instruction on dictionary use, 69% of them had been taught systematically. 30% had received such instruction superficially and only 1% had been taught to read etymologies and parts of speech.

Table 7 The Kinds of Dictionary Usage Instruction Received by the Participants

The Kinds of Instruction	Frequency (n=69)	Percentage (%)
Systematic	48	69
Superficial	20	30
Others: etymologies and parts of speech	1	1

Tables 6 and 7 show the proportion of students who had received prior instruction and the kinds of the instruction. The next questions sought the information on how the participants developed their dictionary use skills.

Research Finding Three

Question7 in the questionnaire asked the participants how they had learned to use dictionaries. Research question Three is "How do students with and without instruction on how to use dictionaries develop their own skills in using dictionaries?" The results are shown in Table 8.

Table 8 shows that 98% of the participants who had never been taught how to use dictionary learned how to use it from their regular use. However, only 2% learned by reading the usage notes.

Table 8 The Learning Styles of Participants without Previous Instruction on Dictionary Skills

Learning Styles of Dictionary Use	Frequency (n=41)	Percentage (%)
Reading notes of usage of dictionaries	1	2
Learning from regular use	40	98
Others	0	0

Tables 9-10 provide the information related to research questions 2 and 3.

Table 9 shows that 70% of the informants agreed that teaching dictionary use should be incorporated in English lessons, but 20 % disagreed. 10 %were not sure.

Table 9 Teaching Dictionary Use Skills

Teaching Dictionary Use Skills Should Be Incorporated in English Lessons	Frequency (n=41)	Percentage (%)
Yes	77	70
No	22	20
Not sure	11	10

Table 10 shows that 84% of the participants believed that their English grade would be better if they could use dictionaries effectively, 10% were not sure, and 6% thought that their abilities would not change.

Table 10 Using Dictionaries Effectively

Using Dictionaries Effectively and Their English Ability	Frequency (n=110)	Percentage (%)
Better	102	84
Same	7	6
Not sure	12	10
Others (please specify)	0	0

The information presented in the Tables 2-10 which was obtained from the questionnaire attempts to answer the three main research questions about the use of dictionaries, the instruction on how to use a dictionary, and how the students develop their skill in dictionary use.

Email Interview Results

The following section provided information on dictionary use received from the email interviews. The presentation was divided into three parts following the three main research questions. These results were presented in descriptive form and by illustrative quotes from the actual data. The participants were allowed to answer the interview questions in either English or Thai. All answers were written in Thai. However, the researcher translated the responses from Thai into English. The translation was proofread by a lecturer in the department of English Language, in the Faculty of Humanities, Neresuan University. For the purpose of reporting on the received data, the data from each participant has been coded as follows:

D11 refers to a participant who was the first year student and the first person who responded to the email interviews.

D21 refers to a participant who was the second year student and the first person who responded to the email interviews.

D31 refers to a participant who was the third year student and the first person who responded to the email interviews.

Research Finding One

Exploring one aspect of dictionary use by English major students at Naresuan University, the researcher asked participants if they used different types and forms of dictionaries for each skill. The received data from the 10 participants who responded to the email interviews were divided into 2 categories. The first included the 8 people who used different dictionaries for each skill, and the second category included the 2 people who did not use different dictionaries for the different purposes. In the first category, the participants expressed their opinions in a similar manner as given by D32 as follows:

> I have used each type of dictionary differently: English-Thai for reading textbooks, news or movies, Thai-English for translation and reference to writings, English-English for finding deeper meanings than the received meanings from English-Thai. The Talking Dict is used for speech and listening to accents.
>
> (D32, personal communication, April 16, 2014)

D33 had an opinion in accordance with D32 who used a Talking Dict for listening and pronunciation. However, D33 indicated that time that she had and information that she wanted to find were both important factors in determing the choice of dictionaries as D33 said:

> ...I have used each type of dictionary differently. A paper dictionary is used if I have more time or only need to find word meanings. However, Talking Dict and installed dictionaries on my Smartphone are used for listening for pronunciation.
>
> (D33, personal communication, May 11, 2014)

According to D33's response, the time and the objective of consulting dictionaries were deciding-factors for the choice of types and forms of dictionaries used. In the group that used each type and form of dictionaries indifferently for each skill, the participants indicated that learning in each skill was inseparable as D14 stated:

> I mostly use every type and form of dictionaries with every skill because reading skill sometimes has to be used in parallel with writing skill. I sometimes use English-English dictionaries because the meanings in Thai dictionary are unclear when I want to write or translate some words.
>
> (D14, personal communication, April 15, 2014)

D14 claimed that every type and form of dictionary could used with all skills. Although D21 supported the D14' idea, there was a sequence of use as D21described:

> I consult Thai-English dictionaries first and followed by English-Thai dictionaries to ensure meanings. I use my Smartphone to find word meanings first, but if I am unsure of the meanings and how to use them, I will try to search on the Internet for examples of use.
>
> (D21, personal communication, April 10, 2014)

The above information indicated how the participants used each type and form of dictionaries for each skill and the order of use. The received information was divided into two groups. The first group used the dictionaries differently in each skill and the other group used dictionaries indifferently. The following section will present how participants read the following information in its entry.

Concerning the issue of reading of the meaning description of the word being consulted, the researcher asked the participants whether they read only the meaning of their needed word, or they continued on reading other information following the headword: examples of use and idioms. The 11 informants who responded to the email interviews were divided into two groups. The first group included 2 people who always read all the information, and the second group of 9 people who sometimes read all the information. In the first group that read all the information, D21 indicated that all of the information was important for further purpose as follows:

> I read all the entire information because it is necessary to know the part of speech of the word so that I can use it correctly or perhaps a sample of use can guide me in future use…
>
> (D21, personal communication, April 10, 2014)

Of those participants who sometimes read the information, D16 gave an importance first to meaning as he said:

> I sometimes read it, but I mostly focus on only meanings.
>
> (D16, personal communication, April 10, 2014)

D16 focused mainly on the meaning. On the other hand, D14 gave reasons to read the entire information or part of the information depending on the time that she had as she stated:

> It depends on cases. If I am in a hurry to translate or find word meanings, I will not read unrelated information. In contrast, if I am not in a hurry, I will read all the information.
>
> (D14, personal communication, April 11, 2014)

It was seen that reading the information in the subentry of headwords provided greater understanding to the students. The received data from the students could be grouped into 2 categories. The first group always read all the information, and the other group occasionally read all the information. The following section will discuss an issue of teaching dictionary use skills.

Research Finding Two

In one aspect of teaching dictionary use skills, the researcher asked participants if they had received instruction on how to use dictionaries. Also, if they had received such instruction, when did they receive it and what was the nature of the instruction. The received information from 9 participants who responded to the email interviews was divided into 3 groups according to their education level when they first began to receive the instruction. The first group included 4 participants who received it at primary school. The second group of 4 received it at secondary school. The third group of one received it at university level. In the first group, D11 described the instruction as follows:

> I remember that during primary school, a teacher taught me how to use a dictionary using a crossword game. The teacher taught me how to check if a word spelling was right. However, I learned it seriously at a secondary school: grade 9… a teacher taught systematically in a class on how to use dictionaries such as finding a word "bird". I was taught by first finding "b" and followed by finding "i" and other alphabetic characters respectively…
>
> (D11, personal communication, April 4, 2014)

In the second group, the instruction was different from the instruction that D11 had received. According to teaching in this school level, teachers taught students to read other information apart from word meanings. D13 who received instruction continually up to a university level said:

> ...in my secondary school, a teacher gave some exercises to find meanings and parts of speech in dictionaries. At a university level, a teacher taught how to use dictionaries, but neither gave scores nor did exercises ... In a course on phonetics, a teacher gave exercises to frequently practice transcribing phonetic scripts into words. Moreover, if I had problems with such symbols, I would consult dictionaries directly to know how those phonetic scripts were transcribed into words...
>
> (D13, personal communication, April 6, 2014)

In the second group, a teacher suggested the participants using dictionaries from other sources as D22 said:

> I was previously taught dictionary use when I was a freshman. A teacher taught me to use online foreign dictionaries... and provided exercises and accumulated marks.
>
> (D22, personal communication, April 11, 2014)

The participants who had received instruction on how to use dictionaries were divided into 3 groups according to the different academic levels: primary school, secondary school, and university level. In the next section, the points of view of participants towards such instruction will be presented.

After receiving instruction on dictionary use, the researcher asked participants if such instruction shaped their learning performance. There were 4 participants who responded to this question. Four expressed their opinion that they could use the dictionaries better. To illustrate on the dictionary use abilities, D13 stated:

> I know the meaning of the grammatical abbreviations in dictionaries and can find unknown words easier and faster than ever...
>
> (D13, personal communication, April 5, 2014)

The participants who had received the instruction shared the similar idea that the lesson on dictionary use affected their skill in a positive way. In the following section, the researcher will discuss the idea of the participants regarding the integration of the lesson on dictionary use into curriculum.

In regard to the teaching of dictionary use skills, the researcher asked participants if such instruction should be incorporated into the lessons. The received data from 11 participants who responded to the email interviews were divided into 3 groups. The first group included 7 people who agreed with this idea, the second group included 3 people who disagreed, and the third group had 1 person who was unsure. To exemplify one response, D14claimed:

> ...if users have never been taught how to use foreign language dictionaries, it is difficult to understand by themselves. Even if just finding a word meaning, it is difficult. For example, using paper dictionaries if the students do not know the alphabetical order, they may find the word meaning slower than dictionary skilled users... for these reasons, teaching dictionary use is necessary for novice dictionary users as it is very useful.
>
> (D14, personal communication, April 15, 2014)

D14 pointed to the issue of the importance of being taught how to use the dictionaries because if the users had never been taught such skills, finding word meaning was difficult and could be slow.D11 mentioned that electronic dictionaries lacked notes of usages. D11 believed however that using dictionaries in book form could help in word retention as she said:

> ...nowadays, most people rely on online dictionaries or Smartphone... there is no instruction explaining how to use them in those devices. Personally, I feel that looking up by a paper dictionary aids retention of vocabularies better than consulting from online dictionaries or the Smartphone...
>
> (D11, personal communication, April 7, 2014)

D11 insisted that instruction in dictionary use skills should be taught. However, the second group, D12 had the idea that each learner could learn better in different ways as revealed:

> Not sure if instruction on dictionary use skills should be taught because ...each person has different interests, some people need to learn by being taught. In contrast, some people can learn better by doing.
>
> (D12, personal communication, April 18, 2014)

The third group, D16 mentioned that there were various ways to access dictionaries as he stated:

> Currently, there are online dictionaries and application dictionaries to be downloaded widely and installed on the Smart phone so that users can learn from these sources.
>
> (D16, personal communication, April 11, 2014)

The researcher divided the participants' ideas regarding incorporating instruction of dictionary use skills into the lessons into 3 groups: that were agreed, disagreed, and unsure. The next section will present the points of view of the participants regarding a relationship between their abilities to use a dictionary and academic performance.

On the issue of dictionary use and academic performance, or the English proficiency of participants, the researcher asked, "If you can use a dictionary efficiently, will your English grade or ability in English be changed? If yes, in what way? And Why?" The received data from 8 participants who responded to the email interviews

were divided into 2 groups. The first group included 6 participants who believed that their abilities would be better and the second group included 2 people who were unsure. The first group described their thoughts in the same way as D14 who stated:

> ...knowing how to use dictionaries helps to understand each shade of meaning and the way how to use them rightly and properly. If not, I might misunderstand that I can use those words appropriately in each context. Actually, they are used erroneously. So, if I know how to use the dictionaries effectively, I will understand each shade of meaning of the word including how to use it in each situation. For these reasons, my learning skills: reading, writing, speaking, translation, and others will effectively increase. Finally, my academic performance will be better...
>
> (D14, personal communication, April 15, 2014)

D14 claimed that understanding shades of meaning helped to improve her academic performance. In the second group, the participants believed that academic achievement would not depend solely on the ability in dictionary use, but it depended on an aspect of consistency in enhancing knowledge of vocabularies as represented by D110 as follows:

> Learning will be better if learners always read books and recite vocabularies... but when they look up dictionaries, they focus only on meanings.
>
> (D110, personal communication, May 9, 2014)

The informants who commented on the relationship between the ability to use dictionaries and the English achievement were divided into 2 groups. The first group believed that their abilities would be better, and the other group was unsure whether their abilities would be better. The next section will discuss the issue of developing dictionary use skills of participants who have and have not been taught how to use dictionaries.

Research Finding Three

For dictionary use skills, the researcher asked participants who had received instruction on how to use dictionaries if they were self-developing such skills. The responses from 6 informants were divided into 2 groups. The first group included 5 informants who were self-developing their skills, and the second group had 1 informant who was not self-developing such skills. The participants in the first group further self-developed their skills for both entertainment and academic purposes same as D13 who stated:

> Besides doing exercises in the textbooks, I practice by myself by reading alternative books, listening to music, watching movies...
>
> (D13, personal communication, April 20, 2014)

From the topic above, the participants who had been taught how to use dictionaries were divided into 2 groups: with and without continuous self-development. The following section will discuss how participants who had never been taught dictionary use skills learned and developed their skills on their own.

There were 8 participants who had never been taught dictionary use skills who responded to the email interviews. They were divided into 3 groups according to their processes of self-learning. The first group included 6 people who learned and developed their skills by regularly practicing. The second group had 1 person who learned from reading manual of usages, and the third had 1 person who did not self-develop any such skills. The first group performed their self-development by regular use. To exemplify one response, D12 claimed:

> Normally, I always practice using dictionaries when I do reports. I use these lexical books to find terms that I do not know in both studying and leisure activities...
>
> (D12, personal communication, April 18, 2014)

D23 supported D12's processes that frequently used dictionaries. Furthermore, D23 added that if she was confronted with unknown words or did not clearly understand the meanings, D23 might find meanings from other sources as she said:

> I frequently use dictionaries and try to remember abbreviations of parts of speech of words. Sometimes, if it is difficult to understand, I will search from the Internet or ask teachers or friends who have a better understanding than me.
>
> (D23, personal communication, April 18, 2014)

D23 learned unknown words by searching from the Internet or asking people who have more knowledge. D31from the second group learned such skills by reading a manual of usage as she stated:

> I learned by myself by roughly reading the notes on usage…
>
> (D31, personal communication, April 15, 2014)

In contrast, D18 who was from the third group noted:

> No further development because nobody suggested it to me.
>
> (D18, personal communication, April 17, 2014)

Participants who had never been taught dictionary use skills were classified into 3 groups according to their learning and development styles. The first group self-developed by frequent use. The second group learned from reading the instructions in the dictionaries, and the third group was without further self-development. The following section will discuss additional information relating to reading the usage instructions in dictionaries of participants.

On the topic of reading the notes, the researcher asked if participants usually read the usage instructions in theirs dictionaries. The received data from 11 participants who responded to the email interviews were divided into 3 groups. The first group included 2 people who read the usage instructions. The second group included 7 people

who read them only when they had problems. And, the last group had 2 people who never read the usage information. D31 from the first group stated:

> I read the instructions before I look for the word... but read roughly and if I have problems in use, I will read it again.
>
> (D31, personal communication, April 9, 2014)

Furthermore, D17 from the same group agreed with D31's opinion for the reason that she already knows how information in dictionaries is arranged as given by D17 as follows:

> Superficially reading...I think instructions are not important because when I use dictionaries, I look in alphabetical order. It is unnecessary to read the instructions carefully.
>
> (D17, personal communication, April 23, 2014)

The participants from the second group thought the same as D110 who claimed:

> I will read the instructions when I have problems...I think it wastes time because I can use dictionaries.
>
> (D110, personal communication, May 11, 2014)

From the above information regarding reading the instructions on how to use dictionaries, the participants were divided into 3 groups: reading them before using dictionaries, reading only if there were problems, and never reading them.

This chapter presented the data obtained from the questionnaire and the email interviews with English major students at Naresuan University. A discussion of the findings will be presented in the next chapter.

CHAPTER V

DISCUSSION

This chapter presented the discussion of the results obtained from the questionnaires and the email interviews with the English major students at Naresuan University. The discussion was presented according to the research questions that were divided into three major themes as follows:

1. The usual use of dictionaries by English major students at Naresuan University.

2. The instruction on dictionary use skills that the participants had received and its effect on participants' performance in using dictionaries.

3. The self-development of dictionary use skills of the participants who had previously been taught and had never been taught such skills.

The Usual Use of Dictionaries by English Major Students at Naresuan University

The issue of dictionary use by English major students at Naresuan University, this issue was discussed separately under four sub-themes which are 1) types of dictionaries used by the participants 2) forms of dictionary used by the participants 3) the information sought in dictionaries and 4) the skills used when consulting dictionaries.

1. Types of dictionaries used by the participants

The data received from the participants in the questionnaire showed that the participants used English-Thai dictionaries 91% of the time compared to the Thai-English dictionary usage of 4.5% and English-English dictionary also 4.5% of the time. The obtained data from the email interviews revealed that the majority of participants have more than one dictionary as D31 mentioned:

> I currently have 3 dictionaries at my dormitory: 1. Thai-English and English–Thai dictionary. 2. Oxford Advanced Learner's Dictionary and 3. Oxford Word Power, as well as using online dictionaries; 1.http://dict.longdo.com/ and 2.http://dictionary.cambridge.org/
>
> (D31, personal communication, April 18, 2014)

D31 was taken as a representative of the majority of the participants who possessed more than one type of dictionary: English-Thai, Thai-English, and English-English, and form of dictionary: paper or electronic. Additionally, to clarify the use of these various types and forms of dictionaries, the researcher took D32's response as an example.

> ...I use each type of dictionary differently: English-Thai for reading textbooks, news or movies, Thai-English for translation and reference to writings, English-English for finding deeper meanings than the meanings that received from English-Thai. For the Talking Dict, it is used for speech and listening to accents.
>
> (D32, personal communication, April 16, 2014)

D32 used each type and form of dictionary for different functions in connection with different types of linguistic activity. The English-Thai and Thai-English dictionaries were used for reading and translating tasks. The English-English dictionaries were used to double-check what was found in the English-Thai or Thai-English dictionary. In addition to this, D32 had different sequences of using each type and form of dictionaries. The English-Thai or Thai-English dictionary was used first. If the received information from the first dictionary was insufficient to cope with her tasks, the English-English dictionary was used to obtain more information. This pattern of dictionary use is consistent with previous research findings of Chan (2011) who used a questionnaire and interview survey on Cantonese ESL learners' preference for bilingualised dictionaries or monolingual dictionaries. The participants in Chan's study (45%) used both types of dictionaries by using English-Cantonese dictionary first, followed by English-English dictionaries when the information given was not

satisfactory. In the same way, Roongrattanakool (2013) conducted a questionnaire and an interview to study dictionary use and problems in using dictionaries in an Introduction to Translation class of 51 third-year English major students at Naresuan University. The results revealed that 49.03 % of the informants used an English-Thai dictionary first, followed by English-English dictionaries.

However, the questionnaire used in the present study allowed the participants to choose only the most frequently used type of dictionary. The results from the questionnaire indicated that the participants were mostly using English-Thai dictionaries. The result is in line with Ryu (2006), Alhaysony (2011), Ali (2012), and Boonmoh (2010) who studied the use of dictionaries by English as Foreign Language (EFL) learners. The participants in those studies preferred using an English-users' first language dictionary to English-English dictionaries because they could understand the meaning and information easily and clearly.

From the information obtained from the questionnaire and email interviews discussed above, the researcher assumes that another reason for preferring the English-Thai dictionary was that teaching English in the EFL context, teachers often teach in their native language. This situation is similar to the nature of teaching English in Thailand that Thai teachers of English explain the lessons by interpreting words into their native language, Thai. As the teachers want to check if their students understand the lessons, they ask them to answer in Thai. As a result, teaching in this manner may encourage the students to use an English-Thai dictionary to define the meaning of unknown words because the students can answer teacher's questions immediately. On the other hand, if the teacher checks students' understanding by asking them to describe their understanding simply in English, the students will use an English-English dictionary rather than an English-Thai dictionary due to the synonyms found in the dictionary and can then answer the questions or paraphrase their understanding immediately. In this part, the researcher has discussed using English-Thai dictionaries as it is the most frequently used type of dictionary indicated by the participants. Related to the form of dictionary, the information sought in dictionaries and the skills used when consulting dictionaries will be further discussed in the following section.

2. Forms of dictionary used by the participants

The data from the questionnaire showed that the participants preferred electronic dictionaries (88%); Talking Dict (51%), online dictionaries (37%) to dictionaries in book form (11%). These findings echoed previous research findings from Alhaysony, (2011), Boonmoh and Nesi, (2007), Kobayashi, (2006), Roongrattanakool, (2013), and Ryu, (2006) who discovered that the majority of EFL dictionary users used electronic dictionaries more often than paper dictionaries. Taylor and Chan (1994)'s study showed that although the students indicated that paper dictionaries provided more detailed and exact information than the electronic ones, they nevertheless preferred the latter type because it offered speedy and straightforward means of consulting. This was exemplified in one response, D33:

> ...paper dictionary is used if I have more time or only need to find the word meaning. However, Talking Dict and installed dictionaries on my Smartphone are used for listening for pronunciation.
>
> (D33, personal communication, May 11, 2014)

For D33, time and objective of consulting dictionary were important factors in determining choices of dictionary forms. According to Kent (2001, p.75), using paper dictionaries where the users have to flip pages and scan text in search of vocabulary becomes a very time-consuming task. Unlike the electronic dictionaries where users just type their needed words in a search box and enter, the result is found in a shorter time. Moreover, for pronunciation information, paper dictionaries have only phonetic scripts which the users need to know and understand to be able to read and pronounce words correctly. For electronic dictionaries, the users can listen to examples of pronunciation from native speakers. At this point, the researcher can conclude that the participants were in favor of the features of auditory output and of ease of access to data quickly of electronic dictionaries. D21 used the electronic dictionaries both on a Smartphone and online explained her usage pattern:

> ...I use a Smartphone for finding word meanings, but if I am unsure of the received meanings and usages, I will search from the Internet to find out samples of usage.
>
> (D21, personal communication, April 10, 2014)

D21 would find word meanings from the electronic dictionaries that she had downloaded and installed in her Smartphone because the Smartphone can then be continuously available without the Internet network. However, if the received information was not sufficient for her tasks, she would search further for more details from online dictionaries via her Smartphone. From D21's pattern of dictionary use, the researcher deduces that D21 believed that online dictionaries are her last resort due to the data from this source being updated all the time. Meanwhile, the downloaded dictionaries on the Smartphone can be regarded as finished products and the data not subject to revision after publication. From the discussion that was presented above, it can be seen that the electronic dictionary has become popular among participants. In the following section, participants' needs of finding information in the dictionary will be discussed.

3. The information sought in dictionaries

The received data from the questionnaire showed that 98% of the participants in this study used dictionaries for finding word meanings. The result is in line with previous researches of Chan (2011), Chi (1998), Hartmann (1999), Ramos (2005), and Ryu (2006) who studied dictionary use by EFL learners in different EFL contexts. Their findings reported similarly that finding word meanings were the main purpose of dictionary use. Furthermore, the results from the email interviews of the present study confirm those previous research results. To illustrate, the following reason of consulting dictionaries was from D11:

> ...consulting dictionaries to find word meanings because I do not understand...
>
> (D11, personal communication, April 8, 2014)

D11 used dictionaries to clarify the meaning of unknown words for better understanding of given tasks. According to this purpose of dictionary use, it is obvious that in learning a foreign language, understanding the meaning of foreign words is considered as a first priority for understanding the target language. Additionally, there is an interesting issue that when the participants read the needed definitions, they rarely continue to read the other information in a word entry. To support this aspect, D16 and D13 described their pattern of dictionary use in a similar manner:

> I sometimes read it (other information in a word entry), but I mostly read only meanings…
>
> (D16, personal communication, April 10, 2014)

> I read only word meanings and the associated parts of speech.
>
> (D13, personal communication, April 6, 2014)

D16 read only the meanings whereas D13 read the meaning and parts of speech of words. D14 explained how she read other information besides the meanings and stated that time was an important factor as she stated:

> It depends on cases if I am in a hurry to translate or find word meanings, I will not read information unrelated to the word meaning. In contrast, if I am not in a hurry, I will read all the information.
>
> (D14, personal communication, April 11, 2014)

D14 only read the meanings if he had limited time. Then he continued to do his tasks. The data from D14 confirmed Wingate's study (2004, p. 109) that the most frequent behavior of participants was partial reading of dictionary entries. From this habit, the researcher takes for granted that the participants focused only on the information that they wanted to use in that time and ignored other information such as sample of usages, parts of speech, and pronunciation that they did not want to use at that time, due to time constraints. From the discussion presented above, it can be observed that the participants used dictionaries as valuable sources for finding word

meanings. Time was the important factor in deciding to read or not to read other information in the entry. In the following section, the skills that the participants used for when consulting a dictionary will be discussed.

4. The skills used when consulting dictionaries.

The results from the questionnaire showed that the participants in this study used dictionaries for two major skills on a regular basis: reading (44%), writing (43%). It corresponds to Kent (2001) who conducted a study of Korean university freshmen's dictionary use and perceptions regarding dictionaries. The result revealed that the dictionaries were mostly used when reading (69%). Nevertheless, in Kent's study he did not ask the reasons why the participants always used the dictionaries for those two skills. In this research, the participants who used dictionaries for two skills were interviewed further for their reasons. To exemplify one response, D12 stated how she improved her language skills by using dictionaries as a major tool.

> ...I use dictionaries only for translation. I rarely use them for writing skill because when I write, I prefer using general vocabularies that I have already learned.
>
> (D12, personal communication, April 5, 2014)

D12 discussed the reasons for using dictionaries for translation more frequently than writing skills. D12 mainly used dictionaries to translate words found in reading activities because she could not anticipate what words she would meet while reading articles. Additionally, she sometimes could not skip those words if they were the keywords of the article. As a result, she had to find the meanings in dictionaries in order to clearly understand the entire article. On the other hand, while writing, D12 used familiar words that she already knew and could use properly and avoided unknown or unsure words, spelling, and usages. However, D21 who mostly used a dictionary with writing skill discussed her reason for her choice that there was necessary information in the dictionary that she needed to read to adapt with her writing task as mentioned:

> I must know the parts of speech of words so that I can use them correctly or perhaps having an example of a sentence which can guide me in its usage. (D21, personal communication, April 10, 2014)

D21 pointed out the importance of the information contained in dictionaries and how to apply it with her tasks. It can be seen that writers can apply the grammatical information and examples of usage from dictionaries in their writing tasks. The writers can choose the most appropriate word that has the same meaning in Thai. They can also check if grammatical structures are correct. From the data received from D21 in the email interview part, it is noticeable that using dictionaries for writing skills, the users have to study more information than using dictionaries for reading skills. The writers need to know the types of expressions and examples of usage in order to write properly and correctly. While reading skills focus on word meanings, the readers read every meaning to choose the most appropriate meaning that fits the context and ignore reading the other information such as expressions, etymologies, and example sentences.

The results from the present study support the findings of Chan (2011)'s study. Chan used a questionnaire and an interview survey to investigate Cantonese ESL learners' preference for bilingualised or monolingual dictionaries. The results showed that both reading and writing are two skills for which students most frequently used a dictionary because they have time to consult the dictionaries. Meanwhile for listening and speaking skills dictionaries are least used because of the immediacy of these skills.

The information presented above described the usual use of dictionaries by English major students at Naresuan University who participated in the questionnaire and email interviews. Clearly, the participants had and used more than one type and one form of dictionaries. They frequently used English-Thai dictionaries in the form of electronic devices to find word meaning in reading skill. Additionally, they used many types and forms of dictionary for a task according to different patterns of use and needs. English-Thai dictionaries were used first to find a word meaning and if the received meaning could not satisfy them, they further used English-English dictionaries to assure the meaning again. In a similar manner of types, forms worked

the same way; downloaded dictionaries in a Smartphone were used first, and followed by an online dictionary in order to verify the accuracy. The participants much preferred using an electronic dictionary because of the ability to hear pronunciation and to be able to access information more quickly than the dictionary in book form. In the following section the issue of teaching dictionary use skills will be discussed.

The Instruction on Dictionary Use Skills that the Participants Have Received and Its Effect on Participants' Performance in Using Dictionaries

In analyzing this data, the researcher considered the results obtained from the questionnaire and the email interviews in order to answer the research question on the issue of prior instruction on dictionary use skills and its effect on participants' use of dictionaries.

The responses in the questionnaire showed that 63% of the participants in this study had received prior instruction on how to use dictionaries. This is consistent with the findings of Hartman (1999) who studied the use of dictionaries by 710 students and found that 64.2% of them had received such prior instruction. However, Hartman did not fully investigate the nature of the instruction. In the present study, the researcher interviewed the participants via email to seek further information and found that 69% of the participants had received systematic instruction previously. They first began to learn this skill by the order of the letters of the alphabet arranged in the dictionary and the steps taken in searching for a word. To illustrate, the following statement is from D11:

> ...a teacher taught systematically in a class on how to use dictionaries such as finding a word "bird". I was taught by first finding "b" and followed by finding "i" and other alphabetic character respectively...
>
> (D11, personal communication, April 4, 2014)

D11had been taught to search for the word meanings according to alphabetic order. The instructor had then explained the advantages of the information which followed such as the definition of terms and meanings of the grammatical abbreviations and symbols used in the dictionaries. The instructor also suggested students to read all this information in addition to reading just the meaning of words. As D15 put it:

> A teacher taught more about meanings, abbreviations, or symbols used in a dictionary and how such abbreviations or symbols are useful... practicing using the dictionary...
>
> (D15, personal communication, April 23, 2014)

D15 had learned the meaning and the usefulness of abbreviations used in the dictionary. At this point, the nature of the instruction that participants had received, it had emphasized a step by step approach to searching in the dictionary. The teachers had first explained the meaning of grammatical codes. Then, they gave some exercises to allow their students to self-practice finding information in reference books to improve their proficiency in dictionary skills.

At the university level, the participants in this research were studying in the English major. This thereby gave them the opportunity to study various subjects such as one entitled "English Phonetics and Phonology". This particular subject was a required subject for every first year student in the English major. In this course, an instructor explained the meanings of the phonetic alphabet and provided exercises to the students. The tasks included transcribing from phonetic symbols into words or from words into phonetic symbols. Moreover, if the students could not transcribe them, they could correct their own tasks by consulting the dictionaries, as D13 claimed:

> In a course on phonetics, a teacher gave exercises to frequently practice transcribing phonetic scripts into words. If I still had problems with such symbols, I would consult dictionaries directly to know how those phonetic scripts were transcribed into words...
>
> (D13, personal communication, April 6, 2014)

D13 had learned the meanings of phonetic symbols and practiced transcribing them into words. Undoubtedly, the participants, English major students, inevitably used dictionaries together with textbooks for learning and practice when transcribing phonetic symbols in the English Phonetics and Phonology subject. Thus, from the result of the study, it is sensible to assume that the students who had studied this subject would respond to the questions in the questionnaire indicating that they had been taught systematically how to use a dictionary. Giving this aspect careful consideration, this instruction focused mostly on phonetic symbols. The outcome was that the results of the present study reported a different viewpoint to the previous studies that had been done in the EFL context. Ryu (2006), who studied the use of dictionaries by 181 EFL Korean students, found that 41.4% of the participants had been taught how to use a dictionary and only 9.4% of them had been taught such skill systematically. Similarly, Ramos (2005) studied the use of dictionaries among 98 students in a translation program. She found that 45.9% of participants had been taught how to use a dictionary, but only 2% had been taught in a systematic way. In reviewing the discussion on the teaching of dictionary skills, it can be seen that beginning to teach dictionary skills from easy to difficult for students since the primary school level assisted the students to become successful dictionary users.

After receiving prior instruction on dictionary use, the participants perceived such instruction as enabling them to be able to use dictionaries better. Because they already knew the alphabetical order, they could find word meanings systematically and rapidly. Additionally, they could interpret grammatical abbreviations so that they could take full advantage of the information on samples of use from the dictionaries. In contrast, compared to skilled dictionary users, students without proper dictionary use instruction had difficulty in finding a word meaning and this demand much greater expenditure of time. To illustrate the usefulness of such skills, D19 and D13 explained:

> ...knowing a needed word should be in what page. When I found a word, I can then guess if my needed word should be available before or after this word...
>
> (D19, personal communication, April 23, 2014)

> I know the meaning of the abbreviations in dictionaries and can find unknown word easier and faster than ever…
>
> (D13, personal communication, April 20, 2014)

D19 and D13 had been taught and had understood the arrangement of information contained in dictionaries, the meanings of grammatical codes and examples of use that appeared in dictionaries. This knowledge helped users to find their needed information faster. The students perceived the usefulness of the information in dictionaries. As a result, they paid more attention to the information following the definition because they could adapt it to each skill of learning English. Incorporating the dictionary use skills into a program of study will be discussed in the following section.

The results from the questionnaire showed that 70% of the participants formed their opinions in the same manner that such skills should be included into the lesson. D14 mentioned the reasons to support this opinion as follows:

> …if users have never been taught how to use foreign language dictionaries, it is difficult for them to understand this by themselves. Even when just finding a word meaning, it is difficult. For example, using paper dictionaries; if the students do not know the alphabetical order, they may be slower in finding the word meaning than skilled users. For these reasons, dictionary use skills should be taught to novice dictionary users as it is very useful.
>
> (D14, personal communication, April 15, 2014)

D14believed that teaching dictionary use skills was necessary because if the participants had never received such instruction, learning how to use the dictionaries by themselves was difficult. The benefits of teaching those skills could help the users to access to information in a brief period of time. Especially when finding out information from paper dictionaries, if users know how the alphabet is arranged, they could anticipate in which part of the dictionary their needed word would be found. For instance, if skilled users looked for a word "tangible", they knew this word was about

at the end of the dictionary. However, if they had never been taught such skill, they might find the word more slowly than the users who had previously been taught.

From what has been discussed above, it can be seen that most participants in this study agreed with the incorporation of this instruction on dictionary use in the lessons. To confirm this topic, 84% of the participants in the questionnaire part believed that if they were able to use a dictionary effectively, their academic performance would be better. This opinion was supported by the results from email interviews, D14 mentioned reasons as follows:

> ...knowing how to use dictionaries helps to understand each shade of meaning and the way to use them correctly and properly. If not, I might misunderstand that I can use those words appropriately in each context. Actually, they are used inaccurately. So, if I know how to use the dictionaries effectively, I will understand each shade of meaning of the word including how to use it in each situation. For these reasons, my learning skills: reading, writing, speaking, translation, and others will effectively increase. Finally, my academic performance will be better...
>
> (D14, personal communication, April 15, 2014)

In the discussion of the topic of teaching dictionary use skills, the participants mentioned the usefulness of having previously been taught this. It assisted them to extract all valuable information in dictionaries and find out the information that they needed quickly. Participants were also of the same mind about the inclusion of this instruction in lessons. They tended to share a common perception that their English proficiency would be better if they were skilled users. In the following section, the researcher will discuss the issue of self-development of dictionary use skills.

The Self-Development of Dictionary Use Skills of the Participants who Had Previously Been Taught and Had Never Been Taught such Skills

The researcher considered the results that were obtained from the questionnaire and email interviews in order to answer the research question on the issue of self-development of dictionary use skills of both participants who had previously been taught and who had never been taught such skills. Although there has been previous research on dictionary use, those studies did not include an investigation of how participants develop their skills on their own. In the present study, the researcher further investigated this topic via the email interviews. The data received from the participants helped to elaborate their self-development. They furthered such development in a similar manner, as D13 who said:

> Besides doing exercises in the textbooks, I practice by myself by reading alternative books, listening to music, watching movies.
>
> (D13, personal communication, April 20, 2014)

D13 developed dictionary use skills herself by doing exercises assigned by teachers and practiced in her leisure activities such as watching movies and listening to music. For the 37% of the participants who had never been taught dictionary use skills, 98% of the participants had developed such skills by themselves by frequent use. As can be observed from D23 who mentioned:

> I frequently use dictionaries and try to remember abbreviations of parts of speech of words. Sometimes, if it is difficult to understand, I will search from the Internet or ask teachers or friends who have a better understanding than me.
>
> (D23, personal communication, April 18, 2014)

D23 learned how to use a dictionary from her regular use and tried to remember the abbreviations in the dictionary. D23 did not have previous instruction of dictionary skills resulting in her having problems in using dictionaries. Her trouble was similar to D21 who also had not received such instruction. D21 did not know

grammatical abbreviations such as 'PHRV' so she solved this problem by searching its meaning from the Internet using Google, or asking friends or teachers who might know the meaning of such a code. Because of their difficulty in using the dictionary, the researcher continued to ask if the participants usually read the usage instructions in their dictionaries. Both the participants who had previously been taught and who had never been taught this dictionary usage instruction still thought in the same way. To exemplify one response, D15 stated:

> I will read the instructions only when I have problems... otherwise, I think it wastes time because I can use dictionaries.
>
> (D110, personal communication, April 11, 2014)

Those participants did not usually read the usage instructions before using the dictionary. They would only read them when they faced problems. The participants believed that reading such information wasted their time, because they were already knowledgeable in this activity. Additionally, they were confident in their dictionary use ability. According to this condition, the researcher assumes that the participants may apply their knowledge of using Thai dictionary to English dictionary, especially, the alphabetical order from A to Z. This assumption is supported by the information received from the email interviews as the participants did not indicate problems about the arrangement of alphabets. They, instead, had a major problem on the grammatical abbreviations.

The discussion on the issue of self-development of dictionary use skills of both participants who had been taught and who had never been taught such skills. It is noticeable that they furthered their self-development by regular use of dictionaries in both their academic and leisure activities. When they were in trouble with the meaning of grammatical abbreviations, they would ask the people who might have a better understanding than them, consult the notes of usage in the dictionary, or search from the Internet. After they knew the meaning of unknown words meanings, they would try to remember them. Clearly, continued learning of dictionary use skills was faster if the participants had previously received instruction in this, the participants who had never received previous systematic instruction were much slower at learning these

skills. However, if the participants had never been taught dictionary skills, they could still learn on their own from studying the usage information and by regularly using dictionaries.

In sum, this chapter discussed the results from the questionnaire and the email interviews to answer the research questions of the present study, a study of dictionary use by English major students at Naresuan University. To conclude, the discussion can be summarized under 3 main themes according to the research questions.

1. The English major students at Naresuan University possessed and used more than one type and form of dictionary. They frequently used an English-Thai electronic dictionary to find word meanings with reading and writing tasks. The main reason for choosing types and forms of dictionary was the ability to access information quickly and the audible ability.

2. The participants who had previously been taught dictionary use skills appreciated the usefulness of such instruction as it helped them to find their needed information more rapidly. They agreed with the incorporation of such instruction into lessons. They believed that if the students could use a dictionary effectively, their academic performance in English would be better.

3. The participants who had never been taught how to use a dictionary were able to self-develop such skill by frequently using dictionaries in both learning and leisure activities. If they had problems in dictionary use, they would ask people who had better knowledge about it or search from the usage instruction in the dictionary or from the Internet. Then, they tried to remember that information.

CHAPTER VI

CONCLUSION

This chapter presents a summary of the study, some implications and limitations of the study.

The purpose of the study of dictionary use by English major students at Naresuan University was to investigate the usual way of using dictionaries among the participants, the prior instruction on dictionary use skill and its effect, and how the participants self-developed such skills. The instruments used were the questionnaire and email interviews. The participants in the study were 110 first to third year English major students in the academic year 2013 at Naresuan University who responded to the questionnaires, which also included 16 who participated in the email interviews as well. The frequency and percentage were employed to analyze the collected data in the questionnaires, and inductive analysis was used for the collected data from the email interviews.

Implications and Limitations of the Study

The findings of this study should raise awareness of the importance of dictionary use for foreign language teachers and learners. The study suggests that learners should make use of more than one type and form of dictionaries for their learning task as different dictionaries have their own characteristics. For example, a bilingual dictionary allows users to gain a general understanding in mother tongue language. A monolingual dictionary offers a more well-rounded understanding of definitions and a sample of use in each context. As to form of dictionaries, an electronic dictionary offers speed of searching and pronunciation that is suitable for urgent occasions when time is limited, and where users need to know only the meaning of words or are listening to a native speaker's pronunciation, whereas online dictionaries provide updated information and present more details about words, and where the whole information is presented on one screen such that users do not need to scroll up or down on the device screen. Integrating various kinds of dictionaries with a task can

provide an effective result because the dictionaries can complement the disadvantages of one to others.

The results of the study suggest that teachers should design teaching programs to include dictionary use, and to enhance dictionary use skills. The course should be designed to be suitable for different English levels of users. It is advisable that primary school students use bilingual dictionaries and some easy-to-read dictionaries to know alphabetical order to find word meanings, and subsequently secondary school students can use medium-sized dictionaries to learn parts of speech. University students can use bilingual and monolingual dictionaries to learn phonetic symbols and samples of use in each context. As having dictionary skills can encourage the students to learn by themselves, teachers should incorporate dictionary use training into their lessons.

Notwithstanding the implications for teachers and learners, the study had limitations. As the study was an opinion-gathering survey, it did not collect experimental data to support the findings. To obtain a complete picture of dictionary use by English major students at Naresuan University, collecting experimental data about dictionary consultation and observations in actual situations while the participants are using a dictionary should be included. Additionally, the participants in the study were English major students at university level: the findings may vary if the study were to be carried out on different populations, such as non-English major students and students at different education levels.

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APPENDIX

APPENDIX AQUESTIONNAIRE

Questionnaire แบบสอบถาม

Title: A study of Dictionary Use by English Major Students at Naresuan University
เรื่อง การศึกษาการใช้พจนานุกรมของนิสิตวิชาเอกภาษาอังกฤษ มหาวิทยาลัยนเรศวร

Please answer the following questions by (✓) ticking the appropriate space provided or answering in the spaces given
คำชี้แจงกรุณาทำเครื่องหมาย (✓)ลงในช่องว่างหรือเขียนคำตอบลงในที่ว่างที่กำหนดไว้

Section1: Your personal information
ตอนที่1ข้อมูลทั่วไปของท่าน

Sexเพศ: □ Male ชาย □ Femaleหญิง

Yearชั้นปี: □ 1 □ 2 □ 3 □ 4

Section 2: Your use of dictionaries
ตอนที่2ข้อมูลเกี่ยวกับการใช้พจนานุกรมของท่านตามหัวข้อต่อไปนี้

1. Which type of dictionaries do you use most often?
ท่านใช้พจนานุกรมประเภทใดบ่อยที่สุด

□ Monolingual dictionary (English-English) พจนานุกรมภาษาเดียวอังกฤษ-อังกฤษ

□ Bilingual dictionary (English-Thai) พจนานุกรมสองภาษาอังกฤษ-ไทย

□ Bilingual dictionary (Thai-English) พจนานุกรมสองภาษาไทย-อังกฤษ

□ Others (please specify) อื่นๆกรุณาระบุ.....

2. Which form of dictionaries do you use most often?
ท่านใช้พจนานุกรมรูปแบบใดบ่อยที่สุด

□ Paper dictionaries พจนานุกรมแบบรูปเล่ม

□ Pocket electronic dictionaries such as Talking Dict, Cyberdict
พจนานุกรมอิเล็กทรอนิกส์แบบพกพาเช่นTalking Dict, Cyberdict

□ Dictionaries on CD-ROM or installed on the computer
พจนานุกรมแบบแบบซีดีรอมหรือติดตั้งมาพร้อมกับคอมพิวเตอร์

□ Online dictionaries on the Internetพจนานุกรมแบบออนไลน์บนอินเตอร์เน็ต

3. What sort of information do you look for in your dictionary? (You can choose more than one choice.)
ท่านศึกษาข้อมูลใดบ้างในพจนานุกรมของท่าน (สามารถเลือกตอบได้มากกว่า1ข้อ)

□ Word meaning ความหมายของคำศัพท์

□ Spellingการสะกดคำ

□ Pronunciation การออกเสียง

□ Idioms สำนวน

□ Information about usage of words ตัวอย่างการใช้คำ

□ Parts of speech of words ประเภทของคำ

□ Collocationsคำปรากฏร่วม

□ Synonyms and antonyms of words
คำที่มีความหมายเหมือนและคำตรงกันข้าม

□ Etymologies ที่มาหรือรากศัพท์ของคำ

□ Others (please specify) อื่นๆกรุณาระบุ……

4. Which activities do you always use dictionaries for?
ท่านมักจะใช้พจนานุกรมกับทักษะใด

□ Listeningฟัง

□ Speakingพูด

□ Readingอ่าน

□ Writingเขียน

5. Have you received any instruction on dictionary use from your teachers?
ท่านเคยได้รับการสอนวิธีการใช้พจนานุกรมจากครูผู้สอนหรือไม่

□ Yesเคย go to the question no 6

□ Noไม่เคย go to the question no 7

6. From the question 5, your answer is "Yes" What does the instruction look like?
จากข้อ5คำตอบของท่านคือ"ใช่"การสอนนั้นเป็นแบบใด

□ Systematically: the instructor explained explicitly on grammatical abbreviations and suggested reading the whole entries แบบเป็นระบบโดยผู้สอนอธิบายอย่างละเอียดเกี่ยวกับตัวย่อทางไวยากรณ์และแนะนำให้อ่านข้อมูลทั้งหมด ของคำนั้นๆ

□ Superficial: teach to read only the meaning of headwords
แบบผิวเผินผู้สอนสอนให้อ่านเฉพาะความหมายเท่านั้น

□ Others (please specify) อื่นๆกรุณาระบุ……

7. From the question 5, your answer is "No" How do you learn to use dictionary?
จากข้อ5คำตอบของท่านคือ"ไม่ใช่"ท่านเรียนรู้การใช้พจนานุกรมอย่างไร

□ Reading notes of usage of dictionaries อ่านคำแนะนำการใช้พจนานุกรม

□ Learning from regular use of dictionaries เรียนรู้จากการใช้บ่อยๆ

□ Other (please specify) อื่นๆกรุณาระบุ……

8. Do you think teaching dictionary use should be incorporated in English lessons? Why?

ท่านคิดว่าการสอนวิธีใช้พจนานุกรมควรรวมไว้ในบทเรียนวิชาภาษาอังกฤษหรือไม่เพราะอะไร

□ Yes, because ควรเพราะ……..

□ No, becauseไม่ควรเพราะ……..

□ Not sure, because ไม่แน่ใจเพราะ……...

9. If you can use dictionaries effectively, your English grade/ability will be...

หากท่านสามารถใช้พจนานุกรมได้อย่างมีประสิทธิภาพท่านคิดว่าผลการเรียนหรือความสามารถทางภาษาอังกฤษของท่านจะเป็นอย่างไร

□ Better ดีขึ้น

□ Sameเหมือนเดิม

□ Not sure ไม่แน่ใจ

□ Others (please specify) อื่นๆกรุณาระบุ……

APPENDIX B EMAIL INTERVIEW QUESTIONS

Email Interview Questions

Research Question 1. How do English major students at Naresuan University usually use dictionaries?

1. Do you think a dictionary is important for English learning? If yes, how is it important? Please explain.
   ท่านคิดว่าพจนานุกรมมีความสำคัญในการเรียนภาษาอังกฤษหรือไม่ ถ้าใช่ มันมีความสำคัญอย่างไร กรุณาอธิบาย
2. When did you start to use a dictionary? What kind of dictionary did you first use? Why did you choose that dictionary?
   ท่านเริ่มใช้พจนานุกรมเมื่อใดพจนานุกรมเล่มแรกที่ท่านใช้เป็นพจนานุกรมประเภทใดทำไมท่านจึงเลือกใช้พจนานุกรมประเภทนั้นๆ
3. At this time, how many dictionaries do you own? What types and forms of those dictionaries do you own?
   ปัจจุบันท่านมีพจนานุกรมจำนวนกี่เล่มกี่ประเภทและกี่รูปแบบอะไรบ้าง
4. Among the dictionaries that you have, which dictionary do you use most often? Why?
   ในจำนวนพจนานุกรมที่ท่านมีอยู่ท่านเลือกใช้พจนานุกรมแบบใดบ่อยที่สุดเพราะอะไร
5. Do you use different dictionaries for different kinds of activities such as reading, writing, speaking, and listening? Why?
   ท่านใช้พจนานุกรมแต่ละประเภทแตกต่างกันตามแต่ละกิจกรรมเช่นการอ่านเขียนพูดและฟังหรือไม่ทำไม

Research Question 2. Have students received instruction on how to use dictionaries and how such instruction affects students' performance in using dictionaries?

1. Do you read the manual/notes of usage carefully? Why?
   ท่านอ่านคำแนะนำในการใช้พจนานุกรมอย่างละเอียดหรือไม่ เพราะอะไร
2. Do you understand grammatical codes? Do you understand phonetic symbols?
   ท่านเข้าใจตัวย่อทางไวยากรณ์หรือไม่ท่านเข้าใจเครื่องหมายทางสัทศาสตร์หรือไม่
3. Have you ever been taught how to use dictionaries? If so, when did you receive such instruction? What kind of instruction did you receive?
   ท่านเคยได้รับการสอนวิธีการใช้พจนานุกรมหรือไม่หากท่านเคยเมื่อใดที่ท่านได้รับการสอนและการสอนนั้นเป็นอย่างไร
4. If you can use a dictionary efficiently, do you think your English grade or ability in English will be changed, and in what way? Why?
   หากท่านสามารถใช้พจนานุกรมได้อย่างมีประสิทธิภาพท่านคิดว่าผลการเรียนหรือความสามารถทางภาษาอังกฤษของท่านจะเปลี่ยนแปลงหรือไม่ในทางใดเพราะอะไร

Research Question 3. How do students with and without instruction on how to use dictionaries develop their own skills in using dictionaries?

1. If you have never been taught how to use dictionary, how do you develop your own skills in using dictionaries?
   หากท่านไม่เคยได้รับการสอนวิธีใช้พจนานุกรมท่านจะมีวิธีการพัฒนาทักษะในการใช้พจนานุกรมด้วยตนเองอย่างไร
2. If you have been taught how to use dictionary, how do you further develop your own skill in using dictionaries?
   หากท่านเคยได้รับการสอนวิธีใช้พจนานุกรมมีวิธีการพัฒนาทักษะในการใช้พจนานุกรมของท่านเพิ่มเติมอย่างไร

APPENDIX CINFORMED CONSENT FORM

INFORMED CONSENT FORM

Naresuan University **Institutional Review Board**	หนังสือแสดงความยินยอมเข้าร่วมโครงการวิจัย **(Informed Consent Form)**

Project Name: A Study of Dictionary Use by English Major Students at Naresuan University

Date of consent……

My name is.....Email address……

I have read the information provided in this Informed Consent Form. I voluntarily agree to participate in this study.

I acknowledged the information that describes the rationale, purposes and procedures of the research, as well as the potential risks and benefits that may arise from this study. I have read and understood the information on the information sheet for research participants and I have received a clear explanation to all my questions from the researcher.

I can withdraw from this study at any time without giving reasons. The researcher promises to provide good care in the research process to me according to the information mentioned in the paper. The researcher will not identify me by name in any reports using information obtained from this interview, and my confidentiality in this study will remain secure.

I voluntarily agree to participate in the e-mail interviews in this study under the conditions provided in the information sheet for research participants.

..... Participant's Signature

(.....) Name of Participant

Date……

Naresuan University **Institutional Review Board**	**หนังสือแสดงความยินยอมเข้าร่วม** **โครงการวิจัย** **(Informed Consent Form)**

การวิจัยเรื่องการศึกษาการใช้พจนานุกรมของนิสิตวิชาเอกภาษาอังกฤษ มหาวิทยาลัยนเรศวร

วันให้คำยินยอม วันที่.....เดือน.....พ.ศ.....

ข้าพเจ้า นาย/นางสาว.....

Email address.....ได้อ่านรายละเอียดจากเอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัยที่แนบมานี้ และข้าพเจ้ายินยอมเข้าร่วมโครงการวิจัยโดยสมัครใจ

ข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและวัตถุประสงค์ในการทำวิจัยรายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ และประโยชน์ซึ่งจะเกิดขึ้นจากการวิจัยเรื่องนี้ข้าพเจ้าได้อ่านรายละเอียดในเอกสารข้อมูลสำหรับผู้มีส่วนร่วมในการวิจัยโดยตลอด และได้รับคำอธิบายจากผู้วิจัยจนเข้าใจเป็นอย่างดีแล้ว

ข้าพเจ้ามีสิทธิถอนตัวออกจากการวิจัยเมื่อใดก็ได้ตามความประสงค์โดยไม่ต้องแจ้งเหตุผลซึ่งการถอนตัวออกจากการวิจัยนั้น จะไม่มีผลกระทบต่อผลการเรียนในทางใดๆ ต่อข้าพเจ้าทั้งสิ้นข้าพเจ้าได้รับคำรับรองว่าผู้วิจัยจะปฏิบัติต่อข้าพเจ้าตามข้อมูลที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัยและข้อมูลใดๆ ที่เกี่ยวข้องกับข้าพเจ้า ผู้วิจัยจะเก็บรักษาเป็นความลับโดยจะนำเสนอข้อมูลการวิจัยเป็นภาพรวมเท่านั้นไม่มีข้อมูลใดในการรายงานที่จะนำไปสู่การระบุตัวข้าพเจ้า

ข้าพเจ้าจึงสมัครใจที่จะเข้าร่วมในโครงการวิจัยนี้ภายใต้เงื่อนไขที่ระบุไว้ในเอกสารข้อมูลสำหรับผู้มีส่วนร่วมในการวิจัยในส่วนของการสัมภาษณ์ทางอีเมล์ จึงได้ลงนามในเอกสารแสดงความยินยอมนี้

.....ลงนามผู้ให้ความยินยอม

(.....) ชื่อผู้ยินยอมตัวบรรจง

วันที่ .....เดือน.....พ.ศ.....

Naresuan University Institutional Review Board	ข้อมูลคำอธิบายสำหรับผู้เข้าร่วมในโครงการวิจัย **(Information Sheet for Research Participant)**

Project Name: A Study of Dictionary Use by English Major Students at Naresuan University

Researcher

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Telephone 089 263 0901

Email t_rarak@yahoo.com

To Research Participants

You are invited to consider participating in this research study because you are English major students who have more opportunity to use various types and forms of dictionary as compared to students in others majors. Prior to making the decision to participate or not in this study, you should read the information below in order to know the purposes and to have detailed information of the study. If you have questions about anything you do not understand, please ask the researcher who can answer your questions.

Rationale of the study

A dictionary is an important tool for learning the English language. It helps to clarify word meaning and enriches English knowledge for users. When dictionary users find the meaning of a needed word and they read the following information in its entry, they find more knowledge of parts of speech, samples of use, and other important information. The dictionary use in this study includes the use of monolingual dictionaries (English-English), bilingual dictionaries (English-Thai), and specialized dictionaries.

However, the majority of dictionary users can not take full advantage of their dictionary because they lack dictionary use skills and ignore reading the notes of usage. As a result, the research on how Thai students use dictionaries should be investigated to identify and understand the patterns and the underlying reasons for their choices of dictionaries and how they develop their dictionary use skills.

Benefits

There is no direct benefit to you from participating in this study. However, the findings of this study will inform teachers about how dictionaries are used and the reasons underlying English major students' choice of dictionaries. It can also be used to raise instructors' and students' awareness of the significance of teaching and learning the use of dictionaries effectively.

Objectives

This study aims to examine dictionary use among English major students at Naresuan University. Participants will be 160 English major students who will take part in a questionnaire survey, and the number of participants in e-mail interviews will depend on the number of students who sign a consent form attached to the questionnaire.

Explanation of the study

If you decide to participate in the email interviews, the researcher will conduct the interview as follows:

1. 3 sets of interview questions asking about the use of dictionaries, each composed of 4 open-ended questions, will be sent to your email address.
2. Each email recipient will be given around 1 week to answer the questions before returning the answers via email. One week after sending the emails, a text message will be sent via email to remind you to answer the interview questions.
3. You will receive follow-up questions to ask for elaboration of your possibly vague answers.

Risks

When answering the interview questions, you may feel you waste your time and feel uncomfortable in some way during the interview session. You have the right to decline to answer any question or to end the interview.

Confidentiality

Your name will not be identified in any reports. In case of publication, a pseudonym will be used to protect your identity.

By signing your consent, If you cancel after you have given consent to join the study, your personal information will not be recorded further. However, other data may be used for research evaluation.

Rights of research participants

As a participant, you have the right to be informed as follows:

1. to be informed regarding the purposes of this research project.
2. to be fully informed regarding the methodology of this research project.
3. to be informed regarding any possible risk that may occur upon your participation in this research project.
4. that you have the opportunity to ask questions about the research project.
5. that you have the right to withdraw consent at any time without any reprisal.
6. that you have the right to freely exercise your decision making without being subjected to external pressure, coercion, manipulation, or undue influence.

If the researcher does not treat you in accordance with the conditions mentioned in the information sheet for research participants, you can contact Naresuan University Institution Review Board by phone 055968642, fax 055968637 in official work hours.

Thank you very much for your cooperation.

Naresuan University Institutional Review Board	ข้อมูลคำอธิบายสำหรับผู้เข้าร่วมในโครงการวิจัย **(Information Sheet for Research Participant)**

ชื่อโครงการวิจัย การศึกษาการใช้พจนานุกรมของนิสิตวิชาเอกภาษาอังกฤษ มหาวิทยาลัยนเรศวร

ผู้ทำวิจัย

ชื่อ นางสาว ธีรารักษ์ รอดสิน นิสิตปริญญาโท วิชาเอกภาษาอังกฤษ
คณะมนุษยศาสตร์มหาวิทยาลัยนเรศวร
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เรียน ผู้เข้าร่วมโครงการวิจัยทุกท่าน

ท่านได้รับเชิญให้เข้าร่วมในโครงการวิจัยนี้ เนื่องจากท่านเป็นนิสิตวิชาเอกภาษาอังกฤษ ซึ่งมีโอกาสได้ใช้พจนานุกรมหลายประเภท และหลายรูปแบบเมื่อเปรียบเทียบกับนิสิตสาขาวิชาอื่น ก่อนที่ท่านจะตัดสินใจเข้าร่วมในการศึกษาวิจัยดังกล่าว ขอให้ท่านอ่านเอกสารฉบับนี้อย่างถี่ถ้วน เพื่อให้ท่านได้ทราบถึงเหตุผลและรายละเอียดของการศึกษาวิจัยในครั้งนี้ หากท่านมีข้อสงสัยใดๆ เพิ่มเติม กรุณาซักถามจากผู้ทำวิจัย ซึ่งจะเป็นผู้สามารถตอบคำถามและให้ความกระจ่างแก่ท่านได้ ถ้าท่านตัดสินใจแล้วว่าจะเข้าร่วมในโครงการวิจัยนี้ ขอให้ท่านลงนามในเอกสารแสดงความยินยอมของโครงการวิจัยนี้

เหตุผลความเป็นมา

พจนานุกรมมีบทบาทสำคัญต่อการเรียนภาษาอังกฤษ เนื่องจากช่วยอธิบายความหมายของคำศัพท์และเพิ่มพูนความรู้แก่ผู้ใช้ไปพร้อมๆกัน เมื่อผู้เรียนเปิดพจนานุกรมเพื่อหาความหมายของคำศัพท์และอ่านข้อมูลที่อธิบายต่อท้ายคำนั้นๆ ผู้เรียนจะได้รับความรู้เพิ่มเติมเกี่ยวกับ ประเภทของคำ การใช้คำ ไวยากรณ์ และข้อมูลอื่นๆ ที่อยู่ในพจนานุกรม ซึ่งการใช้พจนานุกรมนั้นรวมไปถึง การใช้พจนานุกรมภาษาเดียว (อังกฤษ-อังกฤษ) พจนานุกรมสองภาษา (อังกฤษ-ไทย) และพจนานุกรมเฉพาะทาง อย่างไรก็ตามผู้ใช้พจนานุกรมจำนวนมากยังไม่สามารถใช้ประโยชน์จากพจนานุกรมได้ อย่างมีประสิทธิภาพ เนื่องจากขาดทักษะในการใช้

พจนานุกรมและละเลยการอ่านวิธีใช้พจนานุกรม ดังนั้นการใช้พจนานุกรมในการเรียนภาษาอังกฤษ จึงสมควรทำการศึกษาเพื่อทราบถึงวิธีการใช้ เหตุผลในการเลือกใช้พจนานุกรมแต่ละประเภท ทักษะ และการพัฒนาทักษะการใช้พจนานุกรมของผู้ใช้แต่ละบุคคล

ประโยชน์ที่อาจได้รับ

ท่านจะไม่ได้รับประโยชน์ใดๆจากการเข้าร่วมในการวิจัยครั้งนี้ แต่ผลการศึกษาที่ได้จะทำให้ผู้สอนทราบถึงวิธีการใช้พจนานุกรม และเหตุผลในการเลือกใช้พจนานุกรมประเภทนั้นๆของนิสิตวิชาเอกภาษาอังกฤษ ขณะใช้พจนานุกรม และจะช่วยให้ผู้สอนและผู้เรียนตระหนักถึงความสำคัญในการสอนและการเรียนรู้วิธีใช้พจนานุกรมอย่างมีประสิทธิภาพ ซึ่งผลการศึกษาครั้งนี้สามารถนำไปเป็นแนวทางในการพัฒนาการสอนการใช้พจนานุกรมของนักเรียนและนิสิตให้มีประสิทธิภาพและรวดเร็ว

วัตถุประสงค์ของการศึกษา

วัตถุประสงค์หลักจากการศึกษาครั้งนี้คือ เพื่อศึกษาการใช้พจนานุกรมของนิสิตวิชาเอกภาษาอังกฤษ มหาวิทยาลัยนเรศวรผู้เข้าร่วมในการวิจัยในการตอบแบบสอบถามจำนวน 160 คน และในส่วนของการสัมภาษณ์ จำนวนผู้เข้าร่วมการวิจัย จะขึ้นอยู่กับความสมัครใจ

วิธีการที่เกี่ยวข้องกับการวิจัย

หากท่านให้ความยินยอมที่จะเข้าร่วมในการสัมภาษณ์ทาง email ผู้วิจัยจะ

1. ส่งชุดคำถามจำนวน 3 ชุดซึ่งแต่ละชุดประกอบด้วยคำถามปลายเปิดจำนวน 4 ข้อ ถามเกี่ยวกับการใช้พจนานุกรมของท่าน

2. หลังจากท่านได้รับคำถามทาง email แต่ละชุด เป็นเวลา 1 สัปดาห์ หากไม่มีการตอบกลับ ทางผู้วิจัยจะส่ง email เพื่อเตือนให้ท่านตอบคำถามและส่งกลับ

3. ในผู้ร่วมวิจัยบางท่าน อาจจะได้รับคำถามเพิ่มเติมนอกจากคำถามทั้ง 3 ชุดข้างต้น เพื่ออธิบายคำตอบหรือขยายความในคำตอบของท่าน

ความเสี่ยงที่อาจได้รับ

ในการตอบแบบสอบถามและการสัมภาษณ์ ท่านอาจจะรู้สึกเสียเวลา ไม่สะดวก อึดอัด ไม่สบายใจ เครียด กับบางคำถามท่านมีสิทธิ์ที่จะไม่ตอบคำถามเหล่านั้นได้

การปกป้องรักษาข้อมูลความลับของอาสาสมัคร

ข้อมูลที่อาจนำไปสู่การเปิดเผยตัวท่าน จะได้รับการปกปิดและจะไม่เปิดเผยแก่สาธารณชน ในกรณีที่ผลการวิจัยได้รับการตีพิมพ์ ชื่อของท่านจะต้องได้รับการปกปิดอยู่เสมอ โดยจะใช้นามสมมติเท่านั้น

จากการลงนามยินยอมของท่าน หากท่านขอยกเลิกการให้คำยินยอมหลังจากที่ท่านได้เข้าร่วมโครงการวิจัยแล้ว ข้อมูลส่วนตัวของท่านจะไม่ถูกบันทึกเพิ่มเติม อย่างไรก็ตามข้อมูลอื่น ๆ ของท่านอาจถูกนำมาใช้เพื่อประเมินผลการวิจัย

สิทธิ์ของผู้เข้าร่วมในโครงการวิจัย

ในฐานะที่ท่านเป็นผู้เข้าร่วมในโครงการวิจัย ท่านจะมีสิทธิ์ดังต่อไปนี้

1. ท่านจะได้รับทราบถึงลักษณะและวัตถุประสงค์ของการวิจัยในครั้งนี้
2. ท่านจะได้รับการอธิบายเกี่ยวกับระเบียบวิธีการของการวิจัยที่ใช้ในการวิจัยครั้งนี้
3. ท่านจะได้รับการอธิบายถึงความเสี่ยงที่จะได้รับจากการวิจัย
4. ท่านจะมีโอกาสได้ซักถามเกี่ยวกับงานวิจัยหรือขั้นตอนที่เกี่ยวข้องกับงานวิจัย
5. ท่านจะได้รับทราบว่าการยินยอมเข้าร่วมในโครงการวิจัยนี้ ท่านสามารถขอถอนตัวจากโครงการเมื่อไรก็ได้ โดยผู้เข้าร่วมในโครงการวิจัยสามารถขอถอนตัวจากโครงการโดยไม่ได้รับผลกระทบใด ๆ ทั้งสิ้น
6. ท่านมีสิทธิ์ในการตัดสินใจว่าจะเข้าร่วมในโครงการวิจัยหรือไม่ก็ได้ โดยปราศจากการใช้อิทธิพลบังคับข่มขู่ หรือการหลอกลวง

หากท่านไม่ได้รับการปฏิบัติตามที่ปรากฏในเอกสารข้อมูลคำอธิบายสำหรับผู้เข้าร่วมในการวิจัย ท่านสามารถร้องเรียนได้ที่ คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยนเรศวรหมายเลขโทรศัพท์ 055968642 โทรสาร 055968637ในเวลาราชการ

ขอขอบคุณในการร่วมมือของท่านมา ณ ที่นี้