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Студентки _2__-го курсу

Освітня програма «Філологія» (мова і література англійська)
Ступінь вищої освіти: магістр

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Кваліфікаційна робота

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THE USE OF ELECTRONIC DICTIONARIES AND THEIR IMPACT ON THE VOCABULARY DEVELOPMENT OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS IN TRANSCARPATHIA
Master's Thesis

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ЗМІСТ

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INTRODUCTION

Over the past century, technology has begun to develop rapidly. This is best observed when looking at breakthroughs in many fields of society, especially in education. A plethora of information and communication technologies are being applied to make the teaching and learning of foreign languages more effective, including smartphones, interactive whiteboards, projectors, among others. The most prominent of all, however, is the Internet. The internet is proving its usefulness for both teachers and students. One of the most useful tools on the Internet is the electronic dictionary, or e-dictionary. Dictionaries do not only serve to determine the meaning of a word, but also provide information with relation to collocations, pronunciation, syllabification, or one might learn about the etymology of a given word.

The *subject matter* of this study is the use of electronic dictionaries by the undergraduate and graduate students majoring in the English language and literature and its influence on their vocabulary development.

The *main purpose* of the study is the analysis of the influence of dictionary usage in the context of foreign language learning, as well as students' perceptions on the utility of online dictionaries in terms of their vocabulary growth.

The *object* of the study is dictionary usage in the context of foreign language teaching.

The *subject* of the study is the role of dictionaries in the development of vocabulary knowledge of prospective English language teachers.

The *tasks* of this study include:
- the analysis of relevant literature on the problem of vocabulary development by means of electronic dictionaries;
- consideration of advantages and disadvantages of using electronic dictionaries;
- the study of the relationship between the frequency of usage of online dictionaries and vocabulary breadth;
- investigation and evaluation of the usage of online dictionaries and slang items by English major students.

It is hypothesized that foreign language learners who regularly use online dictionaries will attain higher scores on the test and thus can be considered more successful in developing their vocabulary knowledge.

The *methods* of the given thesis combine both theoretical and empirical methods, such as analysis, synthesis, generalisation, etc. In the thesis a survey research design is adopted and a questionnaire method to provide empirical answers for the research questions. Additionally,

testing is utilised to measure the vocabulary size of students and the method of statistical analysis (SPSS package) is used to analyse the obtained quantitative data.

The novelty of the study consists in exploring the relationship between the use of online dictionaries and the vocabulary size of graduate and undergraduate students majoring in the English language and literature of one of the institutions of higher education in the Transcarpathian region.

The present thesis deals with the works and research of renowned scholars such as Amirian and Heshmatifar (2013), Giba and Ribes (2011), Granger and Paquot (2012), Lew (2009), Metruk (2017), Namvar and Ibrahim (2014), Peyser (2016), and Zykova (2008) and many others.

The *theoretical value* of the study lies in the fact that it collects information about the concept of vocabulary, the role of dictionaries in developing vocabulary, the effectiveness of electronic vocabularies and the advantages and disadvantages of using electronic and paper dictionaries at the present time.

The *practical value* of the paper consists in showing how students use online dictionaries and slang items depending on communication contexts and how they evaluate them based on their effectiveness. Furthermore, it gives an account of situations in which electronic dictionaries are used and what other dictionaries are used in the process of vocabulary development.

Altogether, this thesis consists of an introduction, two parts, a conclusion, a summary in English and Ukrainian language, a list of references and appendices that contain a print screened version of a completed questionnaire, the test and statistical measurements.

The first part provides an insight into current lexicographic developments, the role of dictionaries in developing vocabulary, and the effectiveness of electronic dictionaries. Lastly, it presents the advantages and disadvantages of using electronic dictionaries and paper dictionaries. The second part of the work describes the procedure of the research, the instruments and the participants of the study. The work presents the results of the research and the obtained findings. The study estimates students' familiarity with electronic dictionaries and slang items with the help of a questionnaire and a test. In order to observe the effectiveness, evaluation and frequency of using electronic dictionaries and slang items, various procedures of gathering and analysing data are used.

PART I.

THE EFFECT OF ELECTRONIC DICTIONARY USE ON THE VOCABULARY DEVELOPMENT OF STUDENTS: THEORETICAL CONSIDERATIONS

Over the last few decades, education has undergone significant changes: modern technology requires new methods and tools. Therefore, teachers have started to use different methods and tools to teach more effectively. The Internet now provides many opportunities for teachers, of which electronic dictionaries occupy a prominent place. The aim of this part is to present the characteristics, structure, role of dictionaries in the development of vocabulary, their prestige in today's society, the effective use of dictionaries of different formats and types, their advantages and disadvantages nowadays.

1.1 The role of electronic dictionaries in modern lexicography

The purpose of this chapter is to shed light on the structure of dictionaries, the information they contain from a linguistic point of view and the nature of dictionaries in the age of technological boom where electronic dictionaries prevail.

Dictionaries have enjoyed great prestige for centuries. Dictionaries are hugely admired and looked upon with deep respect; there are countries where the status of dictionaries is similar to that of the lay Bible. The reason for this high level of respect lies in the attachment of lexicography to scholarship and education.

The authority of dictionaries was rarely questioned and it was widely believed that they provide 'received' knowledge. Apparently both lexicographers and dictionary users were extremely satisfied with this relationship. It follows that, not surprisingly, the compilers of dictionaries did not really pay too much attention to users' cognitive abilities. In most cases, cryptographic lexicographic content made the reader's job difficult. Some even blamed dictionaries if they just couldn't cope with the lexicographical idiosyncrasies. Therefore, when faced with some kind of obstacle while using dictionaries, they tended to identify themselves as flawed rather than the work itself.

If there ever was a revolution in lexicography, that most certainly manifested in attitudes towards dictionaries. However, the impetus was most evident with the advent of computers in people's everyday lives rather than within lexicography. There have been radical changes in dictionaries, as the existing dictionaries have moved from the usual bookshelves to various devices, such as floppy disks, optical disks, and nowadays Internet servers and mobile devices.

However, this trend only strengthened when the users themselves became involved in bottom-up dictionary-making. The outcome was that the already practical dictionaries have now gained even greater recognition and become even more practical. Meanwhile, over time, there have been parallels between the encyclopaedic information searched in general search engines and the lexical information searched in digital dictionaries. Dictionary websites prove that Internet users are more inclined to search for lexical information in general search engines. However, this also provides evidence that search engines are at such a level of development that the algorithms on which search engines are based are able to distinguish between general and lexical search queries. Internet users therefore conclude that search engines are doing an excellent job and will become more and more dependent on them.

The term Electronic Dictionaries was the most popular for digital media dictionaries, sometimes abbreviated as e-dictionaries. From an etymological point of view, electronic means the inclusion of electrical circuits.

At the turn of the century, a factor present in addition to e-dictionaries was even this prefix, which produced additional terms such as e-mail, e-commerce, e-book, e-learning, or e-government. These have spread through the English vocabulary and far beyond. Modern dictionaries in the form of applications or online services can be seen as a collection of code and structured data rather than as hardware. As a result, the question arises as to whether the electronic dictionary is really the most appropriate term. Therefore, it can also be considered that digital is more appropriate to describe this term.

The purpose of dictionary user research is to show how human users interact with dictionaries. The purpose of this is to make the interaction more efficient, that is, to improve success, to be more efficient (faster), and to make its use more satisfying (pleasant to use). Of course, many are simply interested in how dictionaries work.

Lots of findings prove to be useful for dictionary design derived from user studies. User research, however, has focused more on academic and educational contexts, with much less information on dictionary behaviour and dictionary user preferences, with the exception of language learners (professional translators, journalists, lawyers, laypeople, etc.).

Dictionary user research is taking an increasingly relevant form in digital dictionaries than in traditional printed products. This is because incorporating the results of empirical research is, in the vast majority of cases, easier, cheaper, and faster than printed books. In the case of printed publications, the lexicographic contents and their presentation had to wait until the next edition was typeset and printed. Users who prefer paper-based copies are usually not expected to purchase additional copies each year that have been updated. It follows that users

will stick to earlier versions that can be found on their shelves, even if there are improvements made in the newer version. Similarly, optical media are also worth mentioning (CDROM, DVD-ROM, USB drive, etc.). Or even standalone handheld dictionaries that are not an easy task to upgrade.

However, the situation is different with modern digital publications. Both online dictionaries and dictionary applications can all be updated as often as needed. This allows the user to enjoy the enhanced content and benefits of the services immediately from the moment they become available.

It is also possible that a user search of the dictionary may reveal words that are missing from that dictionary and are searched for by users (De Schryver and Joffe, 2004). In the age of dictionary printing, the update is mainly to incorporate the new vocabulary into the dictionaries, which was not present in the previous version, only after it entered the language. In most cases, this involved decisions on difficult issues, such as resolving the question of how this could be achieved so that the printed publication did not exceed its target size.

Improved topographic design has proven to be a great help, however, editors have to face various dilemmas. One of these is what to sacrifice in order to provide enough space for new items. However, this has changed thanks to the digital revolution. New items are rarely removed when digital dictionaries are updated.

Dictionary user research helps in making decisions about the presentation of lexicographic data and the design of the dictionary interface. However, it takes some time to design, collect, analyse, and interpret the results before the findings can become a factor in updating the digital dictionary (Lew, & de Schryver, 2014).

1.2 The role of dictionaries in developing vocabulary

The aim of this chapter is to highlight the importance of dictionaries in vocabulary development. This chapter gives definitions of the basic concepts of the study. Moreover, this chapter serves the purpose of pointing out the advantages of dictionaries, the varieties of dictionaries, meanwhile paying special attention to slang items.

A dictionary is a reference book concerning words and thus it describes the functioning of individual words (also known as lexical items) (General Information on Dictionary Use, 2020). Dictionaries list words in an alphabetical order and determine their meaning. In addition to that, it may provide additional information concerning pronunciation, grammatical forms and

functions, etymologies, syntactic peculiarities, variant spellings and antonyms (Dictionary | Reference Work, n.d.). Most of the mentioned information cannot be found in other kind of reference books.

The importance of using dictionaries in the process of teaching and learning is vital. Dictionaries can be extremely useful during the learning process since it makes the learner more independent of the teacher.

Dictionaries can be of a great help for those who learn how to use them properly. Training in the proper use of a dictionary will be helpful in selecting the meaning that is appropriate to a given context. Using a dictionary in finding a word or an expression is the most important basic skill. Afterwards, one has to find out the meaning of a word. However, sometimes it is difficult to pick out the appropriate meaning to the given context when several meanings are listed. Therefore, students should be advised to analyse the different meanings of an unknown word by means of dictionary usage.

There may be several students who might not be aware of the efficient ways of using a dictionary. As a whole, they simply take the entry as the final option and do not take other options into consideration and explore other possible meanings or do not think of looking up a familiar word. It is important to bear in mind that when introducing techniques for using dictionaries, it is necessary to teach students to look for words that are familiar, when it appears in a sentence that is difficult to understand.

Students usually believe that they know the meaning of an ordinary word and for this reason they do not try to seek for another meaning of it. Thus, the ability to use a dictionary should not be taken for granted in language classes.

Another important factor that should be taken into account is the students' unawareness of the information that a dictionary actually contains. In general, a dictionary contains at the very least the following information about each word:

1. its spelling;
2. the standard pronunciation;
3. definitions to represent the word's one or more meanings;
4. parts of speech, for instance noun, verb and preposition;
5. example sentence in which the word used;
6. synonym;
7. antonym (Sarigül, 2016).

Other than that, other information may be included as well, for instance, etymology or the history of the word and whether the word is considered to be "non-standard" or "absolute".

Usually at the beginning of the entry the history of a word is given together with an explanation about the way the word has developed its current meaning. Having a word's etymology given before its meaning helps the reader to get a better understanding of where the first meaning of the word came from. Nevertheless, many people wishes to know the most common meaning of a word, and they expect to find that meaning in the first place. In the light of this fact, there are some dictionaries which place the etymology of words at the end of each entry, following the given definitions. Dictionaries may be more than a mere reference book; in addition, it can contain biographical and geographical information as well as lists of weights, measures, symbols, etc.

The most used dictionaries by foreign language learners are monolingual and bilingual dictionaries. While students, in general, like to use bilingual dictionaries since they bring instant satisfaction, teachers prefer monolingual dictionaries for long term benefits. Usually bilingual dictionaries are used at the beginning of language learning. It may help learners to find a solution for terminological problems unless the unfamiliar word has numerous entries. There are many cases when bilingual dictionaries provide only single word translations which results in the learners' making mistakes. Koç et al (1997) claimed that "as the meaning of a word tends to change according to the context in which it is used, the chances of getting the wrong meaning with this type of dictionary are fairly high" (Koç & Bamber, 1997).

Students have to be aware of the drawbacks of using bilingual dictionaries. Learners cannot be prevented from using bilingual dictionaries but teachers are able to encourage students to apply monolingual dictionaries.

On the contrary, when using monolingual dictionaries users have to think in English. Thus, meanings of the words are understood in terms of English words. There is a wide variety of monolingual dictionaries available at various levels of difficulty and specially written for foreign language learners.

Underhill (1985) highlights the following advantages of using monolingual dictionaries:
- Users have to think in English.
- Meaning has to be understood in terms of English words, promoting a more rapid expansion of passive vocabulary.
- Lots of high-frequency words which are virtually inaccessible via bilingual dictionary may be given appropriate treatment.

- Learners may be able to get an insight into the precision of defining and describing meanings, and constructing example sentences, as well as learning to cope with definitions which might seem unclear at first sight.

- The example sentences themselves not only exemplify typical usage but also provide an access to the meaning.

- The ability to use MLD in an effective way allows students the satisfaction of exploration through the dictionary, a sense of self-sufficiency and greater confidence in their ability to solve language problems for themselves. This at the same time helps students to identify and formulate their own language problems and questions in the first instance (Underhill in Ilson, 1985, p. 104).

- As highlighted by Underhill (1985), there are many advantages of using monolingual dictionaries. Besides monolingual dictionaries, there are other useful dictionaries such as "The Dictionary of Idioms, The Dictionary of Collocations, The Dictionary of Synonyms and Antonyms" (Underhill in Ilson, 1985, p. 104).

It is necessary for students to be aware of the fact that dictionaries vary with respect to the number of words they include and the amount of information that they provide for each lexical item. Thus, the shorter a dictionary entry for the word is, the less trustworthy it will be.

Taking everything into account, the advantages and benefits of dictionaries should be taken into consideration. Unfortunately, only very little time is provided for dictionary usage in most classrooms. In fact, a learner who makes a good use of dictionaries will be able to continue learning even outside the classroom. Therefore, in teaching and learning dictionary training should be an integral part of any syllabus (Sarigül, 2016).

Regarding successful dictionary use, it is important to highlight two important factors: firstly, the user-friendliness of the dictionaries, and secondly, the good dictionary reference ability of the users. People are constantly moving from print-based dictionaries to digital ones. In this regard, it is also necessary to recognize that the capabilities used with digital dictionaries are certainly not the same as those used with traditional dictionaries. There are vocabulary skills that can be transferred to the context of digital products. However, there can be distinguished skills that are no longer relevant as well. This is often because electronic dictionaries can now perform a variety of tasks that users have done so far (such as automatically reducing an inflected form to a citation form). However, newly released digital dictionaries may now require new reference skills that are different from those of the traditional paper dictionaries'. The most salient group

of these skills is related to information searching and can be placed under the most common concept of digital literacy.

The use of dictionaries could best be likened to a two-way game in which the players are the dictionary itself and the dictionary user. However, the game will only go smoothly if both parties perform equally well. Plenty of effort has been made in recent decades to develop dictionaries. However, not so much attention has been paid regarding how to provide better user skills in interfacing with a dictionary. Cowie (1983) defines dictionary skills as 'the skills which the user is assumed to posses or can be expected to acquire, in handling a dictionary and making effective use of the information it contains' (Cowie, 1983). Hartmann and James (1998) came up with another definition that approaches from a different perspective and defines the reference skills according to which '[t]he abilities required on the part of the dictionary user to find the [information] being sought' (Lew, 2013a).

These show the difference between the two perspectives. The latter definition rather focuses on access to information. On the other hand, Cowie's definition is concerned about how the information is exploited, brought back into the context of dictionary consultation. Therefore, it is much more pedagogical.

Paper dictionaries are certainly most distinguished from electronic dictionaries in terms of access to information.

The basic questions about the nature of dictionary reference skills are related to Hartmann (2001), who formulated the following questions: 1) what reference skills are composed of; 2) whether the skills are largely instinctive or are they acquired, rehearsed; and 3) whether some have innately better reference skills than others (Hartmann, 2001, pp. 89-90). The second question proves to be relevant in terms of practical impact. This is due to the emphasis on the potential learnability of dictionary reference skills. There is a variety of empirical evidence that vocabulary skills can be taught effectively (Kipfer, 1987; Bishop, 2001; Carduner, 2003; Chi, 2003; Lew and Galas, 2008), and several authors (e.g. Nuccorini, 1994; Atkins and Varantola, 1998; Kipfer, 1984; Scholfield, 1982; Stark, 1990; Ronald and Ozawa, 2011) have argued that there is a need for a wider introduction of instructional programs designed in order to teach effective dictionary use, preferably as components integrated within existing curricula (Lew, 2013a).

Before the dictionary reference skills could be taught, the first and most important step is to find out exactly what this covers, and may be associated with the first question – what dictionary reference skills exist? This question is extremely important at the time of transition from paper dictionaries to digital ones. The final set of paper dictionary skills is still a long way

off, but the skills needed to use electronic dictionaries need to be considered. It may be striking that there is hardly a publication that specifically addresses the capabilities of electronic dictionaries. Recently Ronald and Ozawa (2011) have been an exception; however, Nesi (1999) has already offered some treatment of the skills of electronic dictionaries, albeit only in its initial form, seen from today's perspective.

A recently released publication (Gavriilidou, 2013) reports on a psychometric instrument in its early stages that was designed to assess the strategic use of dictionaries. It was inspired by language students by previous work on learning strategies. Currently, this assessment instrument contains more than forty questionnaire items, all of which can be divided into four additional, relatively separable factors:

1) dictionary use awareness skills;

2) dictionary selection strategies;

3) strategies for lemmatization and acquaintance with dictionary conventions; and

4) look-up strategies (Lew, 2013a).

Its only weakness lies in the fact that, according to this approach, evaluation is based only on self-declaration of skill or practice. However, this is only weakly related to actual practice in situations of using the dictionary.

The attempts to identify the final set of dictionary skills are often based on a certain vision of the stages characteristic of dictionary consultation. Scholfield (1982) is associated with a popular proposition that consists of seven stages. In this case, he characterizes the situation of reading comprehension:

1) Locating the unknown word or phrase in a text;

2) Finding the citation form in case of inflected words;

3) Searching the unknown word in the alphabetic list;

4) Searching compound words or idioms by looking up each main element of them and derived forms by looking up the stem entry;

5) Reducing multiple senses of polysemous words by elimination;

6) Understanding the definition of the unknown word by integrating it in context;

7) In case that the desired meaning of the unknown word doesn't exist in the dictionary; inferring of the appropriate meaning based on the list of meanings provided in the entry (Lew, 2013a).

It can be observed from Scholfield's (1982) list that there are sections that are no longer relevant for electronic dictionaries, at least for those that are already equipped with modern features. Thus, the second section, which deals with the inserted word forms, needs to be handled

invisibly and automatically for the user in any electronic dictionary. Even in today's digital dictionaries, moving in alphabetical order (stage 3) is only a marginal and optional access route. From what has been observed, it can therefore be concluded that there will be much more radical changes concerning the reference skills of electronic dictionaries in terms of skills in searching for and accessing lexicographic information than in paper dictionaries. However, skills that are more concerned with the actual content need to show greater overlap between paper dictionaries and digital dictionaries.

Nesi (1999) is credited with the most accepted and recognized list of the most comprehensive vocabulary skills to date. One of the clusters of skills on the list focuses on the interpretation of the content of entries. This is related to the different categories of lexicographic data. The relevant skills included in the list compiled by Nesi (1999) are as follows:

1) interpreting etymological information;
2) interpreting morphological and syntactic information;
3) interpreting the definition or translation;
4) interpreting information about collocations;
5) interpreting information about idiomatic and figurative use;
6) deriving information from examples;
7) interpreting restrictive labels (Lew, 2013a).

The skills summarized above can be said to generally involve cognitive processing. This is due to in case they direct attention to the extraction and interpretation of lexicographic information in the context of a task that triggers a dictionary consultation. Such skills are therefore considered to be relatively independent of the form of dictionaries. This means that they are as relevant in both digital dictionaries as they are in paper dictionaries. However, this should not be interpreted as meaning that it is unnecessary to distinguish between digital and paper dictionaries when interpreting any type of lexicographic data.

Today a wide range of electronic dictionaries is available compared to the past; this is especially true for online interfaces as well as mobile device applications. However, as quality control is much more problematic in the democratic world of electronic dictionaries, as a result, selecting the optimal dictionary can now cause much more difficulty than ever before. Users can rest assured that they will be able to get rid of a certain part of the choices, as the best lexical tools will be able to adapt to a wide range of lexicographic needs, tasks and situations.

It is often heard, and with good reason, that the radically changed ways are what distinguish electronic dictionaries from paper dictionaries with which users can access lexicographic data. With the efficient and effective use of digital dictionaries, new ways of

searching for information can create new skills. In Nesi's (1999) list, the coverage of electronic access skills is noticeable. These include the use of wildcards and hyperlinks in electronic dictionaries among others. Engelberg and Lemnitzer (2009) reported that the use of wildcards and truncation symbols is a technique that requires special skills on the part of users (Lew, 2013a).

It is important to select the dictionary type based on the given task. From this perspective, due to the advent of electronic dictionaries a much greater demand is placed on dictionary users. There are many formats of dictionaries, so you can find the right one for any language activity.

In general, it can be said that vocabulary skills books are linked to a specific title. At the same time, they are also characterized by the fact that the pros and cons of alternative publications are not discussed. However, it is not difficult to find comparative information about printed dictionaries either. These are well known for teachers, and are reviewed in educational journals, but are also available in libraries and bookstores. In contrast to printed dictionaries, however, there are very few sources that provide unbiased advice to non-students who are faced with an important task before selecting the appropriate electronic dictionary for the task.

Dictionary skills include skills that are connected to understanding the micro- and macro-structure of the dictionary, the system of cross-reference, and the content of appendices and study pages. It is not easy for users of electronic dictionaries to acquire such knowledge. This is due to the fact that the user can only view one page at a time, the spread of content can only be visualized, it cannot be viewed as a book nor treated as such. Many electronic dictionaries provide users with a "How to Use" section, but this is still much poorer compared to the extensive front matter of printed dictionaries. This may be especially true for first-generation learner dictionaries on CD-ROMs. Along with their appearance, it was accompanied by several pages of information leaflets; however, they provided only a minimal explanation of the complex search procedures.

It is a fact that some aspects of dictionary use can be a problem for electronic dictionary users, however, the skills they practice in dictionary workbooks and in teaching dictionary skills play an irrelevant role in the consultation process of electronic dictionaries. Electronic dictionaries do not have to worry about the alphabetical order or the distribution of letters, but they do not have to learn IPA either in case the dictionary provides recorded pronunciation for all words. The ability to identify the correct form does not matter, as the vast majority of electronic dictionaries accept "searches by letter", accordingly the user enters the first letter(s) and then selects the appropriate from the list of lemmas. Possible search modes are "voice alike" searches, wildcards, but for some it is still possible to display lemmas of whatever inflected form

the user types in. That students need to acquire the skills needed to use dictionaries correctly, since they are not always obvious.

Due to the use of electronic dictionaries being incredibly convenient and in most cases extremely fast, there is a risk according to which users may tend to reject the query for input information, and additionally change its meaning in the given environment in which the word appears.

Taylor and Chan (1994) found that some teachers were concerned that the development of students' reading skills might be hindered by the easy access to dictionaries (Nesi, 2000). Similarly, Sharpe (1995) explores the possibility that because the most easily retrievable information does not require too much thinking, it is easily forgotten (Nesi, 2000). Dictionary information can be particularly dangerous, especially when dictionary information is accepted without any thinking in case the electronic dictionary is based on an outdated, limited, or outdated source. People don't often think that the electronic dictionaries are spell checkers attached to our word processing programs. They are able to create nonsense from the well-written texts in the event that all suggestions are activated without query (Nesi, 2000).

1.3 The use of electronic dictionaries

Ever since the advent of easy-to-carry electronic dictionaries, paper-based volumes have become nearly as popular. Most teachers therefore already prefer to use electronic dictionaries. Nowadays, it is completely common to have a dictionary application installed on anyone's phone. Most of these phones already have headsets and speakers. However, even though this is an excellent technique, it also has its drawbacks.

Most ESL/EFL learners carry dictionaries that simply translate words from their native language, and vice versa. They believe it to be the fastest way to learn new words. However, they do not realize that the exact opposite is happening: it slows down the learning process.

It is a common fact that when learning new words and phrases, dictionaries should be the last point of reference. It should not be forgotten that 70-80% of any language is communicated non-verbally. The most effective method of language learning and teaching is to define words in a more contextual structure. Finding the meaning of a word should be a rare activity and not take a lot of time. Teachers should be allowed to explain the new vocabulary using their own words after explaining the new words.

A dictionary is an important part of language learning. For dictionaries to be useful to students, they must first understand the important role they play in the development of the English vocabulary. So the main question is when and how to use dictionaries. The following points are a good illustration of when to use dictionaries:

1) In ESL/EFL teaching, there are occasions when words are in relation to a particular profession. In such cases, looking up for professional jargon cannot be avoided.

2) It might happen that the vocabulary of the lesson may be new to students even in their own native language.

3) Sometimes we are not always sure of the spelling of a word; in such cases dictionaries are extremely useful.

4) Sometimes there are too many problems in interpreting idiomatic expressions and expressive verbs. In such cases, it is necessary to use dictionaries.

5) There are times when classroom activities and the teaching of certain skills are built around a dictionary.

6) Dictionaries accompany students even in situations where the teacher is not nearby or they are at home or away. However, the important question is still when to use it.

The most effective way to improve vocabulary is to read more. When reading, students are advised not to use the help of a dictionary, but to understand the meaning of the word from the context. In order to understand the text, it is very important to understand the subject of the text itself. When students first encounter a word or phrase, they should first try to figure out for themselves what it might mean in a given context, and only then look up for a meaning. If the meaning of the word is not understood from the sentence or paragraph, then it is necessary to read the text to the very end. Usually the meaning is clarified by other words in the rest of the text. If everything else fails, the dictionary should be the last resort.

It is well known that a lot of reading is the best way to increase vocabulary. Because reading can determine the contextual meaning of words, it is indeed easy to understand how to use the new vocabulary since the dictionary does not provide students with a context for the new words (EFL, ESL, Electronic Dictionaries in ESL Classrooms, n.d.).

The structure of the dictionary plays a more important role than the functions found in the dictionary. Teachers and students can benefit from recognizing the potential of the easy use and teaching of electronic dictionaries (Tan & Woods, 2008). However, Lew (2009) emphasizes that printed dictionaries and electronic dictionaries perform the same function: they answer specific needs that in normal circumstances arise in a non-lexicographic situation (Rashid, Yunus, &

Mohamad, 2015). In conclusion, electronic dictionaries provide a great platform for language learning as they include video, animations and audio material.

In a study conducted by Amirian and Heshmatifar (2013), they found that electronic dictionaries are tools that play a positive role in promoting vocabulary performance in EFL students (Amirian & Heshmatifar, 2013). Thanks to its concept which is considered fun and ease, the use of electronic dictionaries has become the main motivator for students. They incorporate interactive interaction for users as it has visual effects besides improving students' vocabulary. In another study, Fageeh (2014) found that electronic dictionaries prove to be much more effective than paper dictionaries in terms of vocabulary analysis. The study highlights that the use of electronic dictionaries in conjunction with Blackboard software promotes the improvement of students' etymological skills in analysis (Rashid, Yunus, & Mohamad, 2015).

1.4 The effectiveness of electronic dictionaries

The purpose of this chapter is to demonstrate that vocabulary development is an essential part of language learning and that electronic dictionaries play an important role in this light.

"Learning vocabulary is crucial in mastering a foreign language as it is a backbone of any language" (Vasbieva, Klimova, Agibalov, Karzhanova, Bírová, 2016). When EFL (English as a foreign language) learners learn new words, an important part of the process is learning how to pronounce them correctly. This is also important because it plays a big role in communication, and mispronunciation may result in the communication being disrupted. Giba and Ribes (2011) found that for non-native speakers, pronunciation proves to be a difficult aspect. It is due to the complexity of the phonological system and the fact that it differs to some extent from the vast majority of European languages.

Yet it is also frequently observed that teachers themselves neglect the grammatical system, as they even consider their knowledge in this area to be inadequate or unsure of their pronunciation (Brown, 2014). Nowadays, English as a second language or English as a foreign language learners also have access to electronic dictionaries among the many technological advancements. These make it easier to teach and learn pronunciation alike, as they offer a wide range of practical features. This has recently opened up new opportunities for learners to learn the correct pronunciation.

In the digital age we are currently living in, vocabulary use plays a key role in successful language learning. In particular, electronic dictionaries are placed at the forefront which are

available with only a few clicks to the majority of EFL learners. Zykova (2008) argues that dictionaries can be divided into two categories based on the information they provide: explanatory dictionaries and specialized (special purpose) dictionaries (Metruk, 2017).

An explanatory (monolingual) dictionary contains useful and valuable information. It contains a variety of information including definitions of entries, information on grammatical, lexical, and pronunciation particulars (Ingels, 2006). Carter (2012) argues that it is important to distinguish between monolingual dictionaries made for native speakers. A great example of this is the Merriam Webster Collegiate Dictionary (2003) and the Concise Oxford English Dictionary (2011), and even monolingual dictionaries for second or foreign language learners, such as Collins COBUILD Advanced Learner's Dictionary (2014) and Oxford. Advanced Learner's Dictionary (2015).

For EFL students, dictionaries are created specifically for them, designed for non-native speakers. They therefore contain much simpler terms compared to the definitions found in the dictionaries that are made for native speakers. Students 'dictionaries are also characterized by a greater emphasis on vocabulary and aspects, as these can be more of a problem for English language learners (Meyer, 2009).

Specialized dictionaries are characterized by dealing only with the lexical unit that is related to its certain features, including etymology, use, frequency, or pronunciation (Zykova, 2008). When it comes to pronunciation, prominent representatives of specialized (pronunciation) dictionaries are the Cambridge English Pronunciation Dictionary (Roach, Setter, Esling, 2011) and the Longman Pronunciation Dictionary (Wells, 2008). Similar dictionaries provide the dictionary user with more information, such as pronunciation phenomena. A great example of this is the graphs which present the pronunciation that the British and Americans prefer. Essays on various aspects of pronunciation and searching for a word according to phonetic symbols are also worth mentioning among others (Metruk, 2017).

Electronic dictionaries have rapidly replaced paper dictionaries, but some experts believe that there is nothing unusual or unexpected about this (Atkins 1996). At present, the most important question is what makes the electronic dictionary effective. Functionally, the conditions for an effective tool for e-dictionaries are identical to the paper dictionaries': dictionaries must be able to meet the specific reference needs of the user, which in most cases arise in non-lexicographic situations (cf. e.g. Tarp 2008). For dictionaries, it is important to be able to meet the needs in a short term with the necessary details. In addition, the data should be presented in a way that is comprehensible.

Keyword identification is one of the problem areas of dictionary consulting. Linguists and metalexicographers (Scholfield 1982; Bogaards 1993; Scholfield 1999) have highlighted the aspect of this problem that it is necessary to reduce the word form in the text to the base (citation) form. As a result, however, users may experience problems in their non-native language. Finding inflected word forms recorded in paper dictionaries usually involves mentally stripping the inflection to reach the form of citation. This is due to the fact that in the vast majority of cases, printed dictionaries do not list regularly inflected forms as lemma signs. However, this is not a serious problem if the inflected form is adjacent (or very close) to the citation form in alphabetical order, in which case even a user who is unaware of the need to extract the citation form can easily find the appropriate entry.

A well-designed electronic dictionary should be able to handle the work of reducing the inflected form to a lemma (or a menu of lemmas if ambiguous) (Granger & Paquot, 2012). In the case of English, however, the step from the inflected form to the basic form is only one step, which is problem-free, given that the language itself is considered poorly inflected.

Electronic dictionaries should aim to improve their ability to "guess" the intended spelling by recognizing associations between sufficiently close versions (fuzzy matching). This means efficient handling of misspelled words, which is also similar to the spellchecking function of word processors. The latter are optimized for users who write in their native language, while the vast majority of dictionary consultation is done by non-native speakers. This is especially true for an international language like English and for learner' dictionaries in general. It is also a challenge for dictionaries that, unlike word processors, where there is usually a context that serves as a guide for disambiguation, in the case of a dictionary, the interface does not have access to any context.

A study by Lew and Mitton (2011) sought to shed light on the extent to which online dictionaries of leading English learners handle the misspellings of foreign English learners well. The following three corpora of spelling errors were tested: Polish, Finnish, and Japanese, none of which are related mother tongues. For each confirmed misspelling, the location of the intended target on the list of items was suggested by a certain dictionary was noted, if any at all. Ideally, the right word should be offered at the top of the list, but the expectation of a perfect performance is unrealistic given the huge spectrum of misspellings. Spellchecking of dictionary search terms is more challenging than spellchecking of text in a word processor, as the textual context (co-text) is missing, which could serve as a source of additional clues. This makes it impossible to detect real-word errors in words (Lew and Mitton, 2011).

As part of the electronic dictionary, the spellchecking system should be able to offer reasonable suggestions whenever possible. In January 2011, the performance of seven popular online dictionaries was put under scrutiny, with a total of 202 misspellings, during which certain words were searched in the dictionary. A total of five of the seven interfaces were monolingual learner dictionaries. Of the dictionaries mentioned later, the Longman Dictionary of Contemporary English2 (two versions, LDOCE Free and LDOCE Premium) and Merriam Webster's Advanced Learners English Dictionary3 (MWALED) provided the best performance. They were able to identify the majority, about half, of the misspelled target words. Unexpectedly, the free version of LDOCE performed better than the Premium version. When the most likely suggestion was selected, Cambridge Advanced Learner's Dictionary4 (CALD), Macmillan English Dictionary Online5 (MEDO), and Oxford Advanced Learners' Dictionary6 (ALD) performed much lower in testing. At the time of data collection, it was observed that the content of the Google English Dictionary7 (GoogleED) was based on the content of the Oxford New American Dictionary (McKean 2005). However, taking all factors into account, it was found that Google Dictionary performed the worst. The interface then offered only one "best" suggestion, no "further suggestions" at all. If only the first result is taken into account, both LDOCE (both versions) and the MWALED dictionary perform better than the Google Dictionary. (Granger & Paquot, 2012)
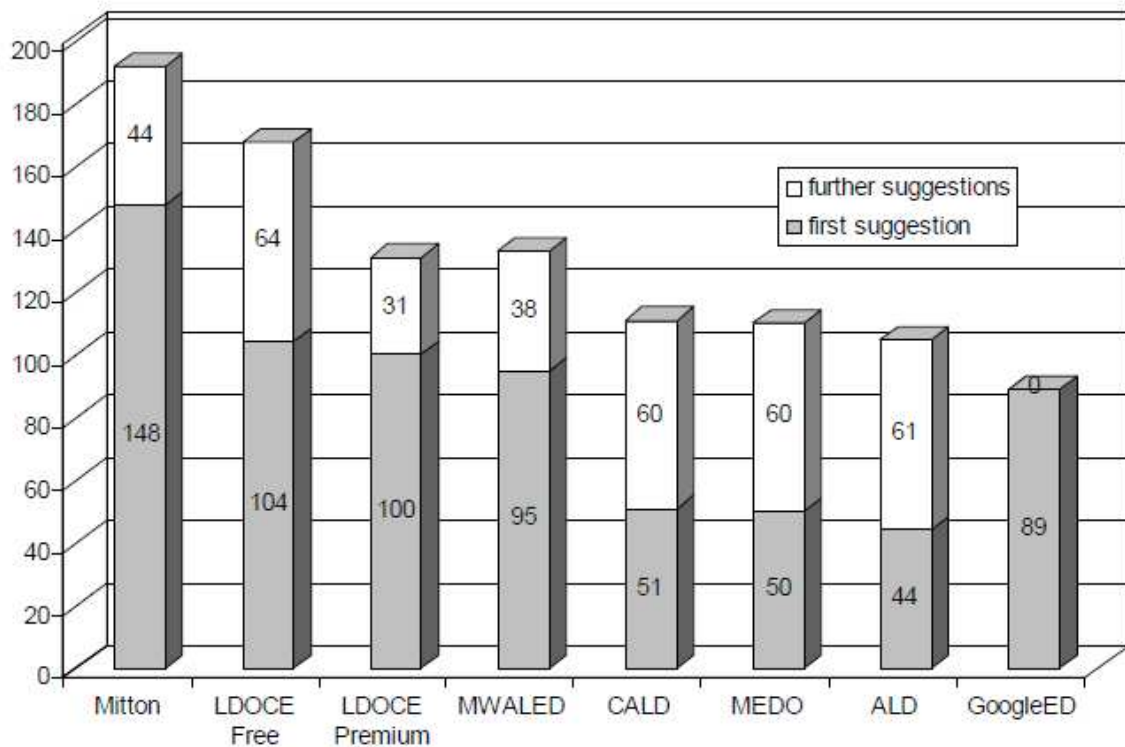
Table 1. Success in identifying words misspelled by learners of English in online monolingual dictionaries of English compared with Mitton's context-free spellchecker (Lew & Mitton, 2011).

1.5 Electronic dictionaries vs Paper dictionaries

The purpose of this chapter is to examine paper dictionaries and electronic dictionaries, paying particular attention to the differences between them. Significant differences can be discovered between electronic dictionaries and paper dictionaries. This chapter will highlight the advantages and disadvantages of both types of dictionaries.

Learning an international language is clearly important for everyone. It is also worth admitting that learning a language without vocabulary is not worth much. There are many books and other resources available in the markets to enhance vocabulary and techniques. However, dictionaries are the most effective tool for learners.

Not long ago, the only dictionary available was the traditional paper dictionary, which was both fragile and limited in the amount of vocabulary. Nowadays, newer versions of dictionaries have appeared, small, light, elegant and hi-tech electronic dictionaries that have replaced paper ones. There are millions of words that can be renewed by connecting to the internet. Today's students, instead of being frightened by lengthy browsing the paper dictionary,

can now simply type the word they are unfamiliar with into the special search slot using the keyboard and then navigate to find the meaning, part of speech, opposite, synonym of that word or phrase, pronunciation and more.

In general, dictionaries are divided into two categories: electronic and paper dictionaries. Dictionaries are considered to be a vital part of language learning. Alfonso Rizo-Rodriguez (2004) explains that the teaching of English can be carried out through various grammatical studies to which a wide range of dictionaries can be applied (Zarei & Gujjar, 2012).

In order to appreciate the importance of dictionaries, it is necessary to recognize the significant role it plays in building English vocabulary. In academic performance, vocabulary plays an important role in the acquisition of a second language (Taylor, L. 2005). Besides, it is increasingly accepted that there is a reciprocal and well-documented relationship between vocabulary knowledge and reading comprehension (Constantinescu, 2007) (Zarei & Gujjar, 2012).

To take full advantage of a dictionary, a comprehensive training is needed. Students should definitely be familiar with dictionaries, their advantages and disadvantages. Collecting data on the format of electronic dictionaries and paper dictionaries is proved to be a difficult task. Cerna (2006) notes that publishing dictionaries is a challenging task, time consuming, and at the same time it has its own particular difficulties (Cerna, 2006). Similar or identical problems may arise in the preparation of electronic dictionaries (Zarei & Gujjar, 2012).

Before the advent of electronic dictionaries and electronic science, traditional paper dictionaries were dominant. Sizes, shapes, and quality and similar characteristics were different, but one thing they all had in common - application policies. The Encarta Dictionary on CD-ROM version 2005 mentions that from the beginning of the use of the first dictionary, which appeared in the Sumerian age, until today the only source of research and vocabulary development have been paper dictionaries. The special benefits of paper dictionaries have led publishers to continue using them then and now.

The following features of paper dictionaries can be mentioned:

- **Advantages of paper dictionaries:**
1) Paper dictionaries are easy to browse; the whole process consists of the user flipping the paper in alphabetical order and searching for the word.
2) Easily accessible, they are much easier to obtain than average books.
3) Their replication is not a complicated process, they can be found in different sizes and volumes.

4) Their use is not a problem as it is simple; the user only needs good eyesight and good knowledge of the alphabet.

5) Solid materials are durable; therefore, their advantage is that they can be carried anywhere, be it a backpack.

6) They can be touched, written on, and when purchased, users get something tangible in exchange for their money.

- **Disadvantages of paper dictionaries:**

1) Extensive dictionaries occur in large sizes.

2) Larger dictionaries have a very good chance of tearing apart.

3) With the increase of weight, it becomes more and more difficult to handle dictionaries.

4) Apart from bilingualism, there is not much room for further development.

5) Adding context is costly.

6) The user must have an accurate knowledge of spelling to be able to refer to.

7) While the language is constantly going through changes, after publication, a paper dictionary becomes dated.

8) Coverage is limited due to size restriction.

9) Working with two models at once is not easy.

10) Working with a bilingual copy is not easy for translators either since it is time-consuming.

The history of electronic dictionaries does not date back deeply into the past because of their short history. However, a few years ago, since their invention, they have gained tremendous popularity due to their remarkable facilities and special abilities. In the 1980s and 1990s, the market of paper dictionaries suffered due to the beginning of mass production of electronic dictionaries.

Nesi (1998) explained in relation to paper dictionaries that good paper-based dictionaries are fat. Therefore students leave them at home and teachers don't take the dictionaries with them to every class either (Nesi, 1998).

The advantages and disadvantages of electronic dictionaries are listed in the following points:

- **The advantages of electronic dictionaries**

1) Electronic dictionaries contain several volumes at once.

2) It is capable of storage and retrieval, and it happens quickly and easily.

3) They are light, compact and faster than any paper dictionary.

4) Larger dictionaries, such as the OED, took 44 years to complete, while an electronic dictionary requires a period of ten years.

5) Electronic dictionaries have special features such as error-tolerant input that helps users find words that have been misspelled.

6) They include cross-references, colour pictures, word and spelling games.

7) The screen view is easier to share than the page view, encouraging and promoting the user's collaborative attitude.

8) Switching from one dictionary to another is easy, for example, from law to mechanics.

9) For better pronunciation, users are provided with authentic voice facilities.

10) They are prestigious and stylish from a psychological point of view.

11) They provide access to a huge amount of data and they are interactive.

- **The disadvantages of electronic dictionaries:**

1) They are fragile and require a great deal of attention. Unlike paper dictionaries, they cannot be put in a backpack.

2) Compared to paper dictionaries, they need much more money to be spent on them.

3) As a result of the use of electronic dictionaries, users are much more likely to forget the alphabet.

4) As a result of the use of electronic dictionaries, the pronunciation and spelling skills of the users are greatly reduced as they are handled by the tool instead.

5) The use of electronic dictionaries also requires computer skills in case they are done on a computer.

6) A full understanding of the use and functions of electronic dictionaries can take much time.

7) Using online dictionaries is too expensive and at the same time they are time-consuming. Computer tools are not available everywhere either.

8) No one takes responsibility for the accuracy of the information provided by online dictionaries.

9) The content found on the page and the address of the websites is constantly changing (Zarei & Gujjar, 2012).

In line with the goal, the chapter outlined how dictionaries have gradually changed over the decades, both in terms of content and appearance. In addition, electronic and paper dictionaries were presented regarding their important role in education and how they should be utilised, taking into account their advantages and disadvantages.

PART II

RELATIONSHIP BETWEEN THE USE OF ELECTRONIC DICTIONARIES AND SLANG ITEMS BY PROSPECTIVE ENGLISH LANGUAGE TEACHERS

The rapid development of technology has affected many areas of society. In science, this has been reflected in the emergence of various instruments and research techniques, and in the medical field, the emergence of new treatment methods and modern machinery used for surgeries. Education is no exception. By the 21st century, teachers have already developed a variety of effective methods for successful teaching that use the advances of modern technology. Lessons use a variety of tools, such as the Internet, tablets, smartphones, smart boards, projected presentations, that make the lessons more colourful and interesting, but not least effective. Such methods, which are used both during lessons and in their personal studies, are also widespread among college students.

In the modern era, electronic, also called e-dictionaries, also appeared. The Internet is now an integral part of our lives, allowing us to expand our knowledge, whatever it is. One of the most difficult areas for achieving native-like language competence in the acquisition of second language is considered to be the colloquial speech and slang. The previously mentioned colloquial speech and slang, along with the culturally conditioned vocabulary is vital if the aim of the learner is native fluency and competence. Slang viewed as an important part of language and the comprehension of this type of language may result in a greater grasp of many relevant aspects of the culture. (Namvar & Ibrahim, 2014)

Slang has been examined because this phenomenon has not really been addressed in the field before. As the technology evolves, new words appear in the language and spread over time, while in the end they will end up completely fixed in the language. Furthermore, the use of online dictionaries influences the popularity of slang words, as they occur in almost any medium nowadays.

Words that are not part of the usual vocabulary and language, and are used in an informal medium are called slang. These are typically characterized by being used more in speech than in writing. Every culture and region in the world has its own slang (*Slang*, n.d.). Slang is defined as a set of colloquial words or phrases in a language. The characteristic of slang words is that they are not considered standard in the speaker's dialect or language. It is also characterized by frequent use of informal words. Slang is very often colloquial, the language and dialect tend to be specific to a certain territory and makes a vital part of youngsters' experience. Although it can

be said that slangs are culture and language specific they can be transmitted from one culture and language into another.

Language is constantly changing, thus slang is taking a greater part in the English language. The vast majority of new words in fact come from slang. Slang, a set of colloquial word that is always changing, is considered distinct from and socially lower than the standard language. Slang is used to establish or confirm social identity and cohesiveness, especially speaking about it within a group or with a trend or fashion in society. Slang can appear in any language and the existence of a short-lived vocabulary of this sort within a language is probably as old as language itself. (Namvar & Ibrahim, 2014)

The aim of the study is to map the use of dictionaries and slang items by prospective English language teachers. Data collection will be done using a questionnaire in which students of different years, ages and genders were asked to collaborate. The questionnaire contains multiple choice questions, Likert scale questions and open-ended questions. In order to collect data on vocabulary size of participants the method of testing will be used. The findings of the research are presented below.

2.1 Methodology

This study is aimed at exploring foreign language learners' use of dictionaries, with a particular emphasis on slang items. The study also explores the purpose of using dictionaries by English major students and their habits. During the study, altogether 33 students were asked to participate in the research, by filling in a questionnaire with the purpose of measuring the students' usage of dictionaries, paying special attention to slang items. At the same time, among several questions, the study attempted to answer whether the students prefer using monolingual or bilingual electronic dictionaries, which electronic dictionaries they give preference to, furthermore the students are asked to list the electronic dictionaries they use. The students were asked to list the purposes and/or situations in which they resort to using electronic dictionaries. Lastly, students were asked to evaluate the usefulness of electronic dictionaries.

It is hypothesized that foreign language learners who regularly use online dictionaries will attain higher scores on the test and thus can be considered more successful in developing their vocabulary knowledge.

2.2 Participants of the research

The sample consisted of 33 students altogether aged between 20 and 23 selected using a convenience sampling procedure. All participants are both undergraduate and graduate students majoring in English language and literature of an institution of higher education in Transcarpathia.

2.3 Instruments of the research

To date various methods have been developed to measure students' knowledge of their usage of dictionaries, paying special attention to slang items. A variety of methods were used to assess their knowledge and attitude towards slang items. It has been decided that the best method to adopt for this investigation was to assess students' attitudes and knowledge with the help of a questionnaire and testing. It was considered that both quantitative and qualitative measures would usefully supplement and extend the qualitative analysis, because these types are used for measuring the situation in a proper way. Various types of questions were used in the study, namely: multiple choice questions, Likert scale questions, open-ended questions and questions related to demographic data. Finally, the method of statistical analysis (SPSS package) is used to analyse the obtained quantitative data.

2.4 Findings of the research

The first two questions were related to demographic data of the respondents. As it was previously mentioned above, out of 33 students (Appendix 4) 10 were male and 23 were female (Appendix 1 a and b), and students were aged between 20 and 23 (Appendix 2 a, b, and c). As it can be observed from Appendix 2 a, 36,4% of the students (12 people) are 20 years old, 51,5% of the students (17 people) are 21 years old, and 3,0% of the students (1 person) are 23 years old.

The third question asked which year students were studying in. Of the respondents, there were 9 MA I and 24 BA students (Appendix 3 a, b and c). As the table indicates (Appendix 3 a), 72,7% (24 people) of the students are BSc IV year students, meanwhile 27,3% of them (9 people) are MA I year students.

The fourth question is a multiple-choice question that asked students about their frequency of using electronic dictionaries (Appendix 4 a, b, c, d, and e). The possible answers that students could choose from were the following: a) Very rarely, b) At least once a month, c) At least once a week, d) On a daily basis.
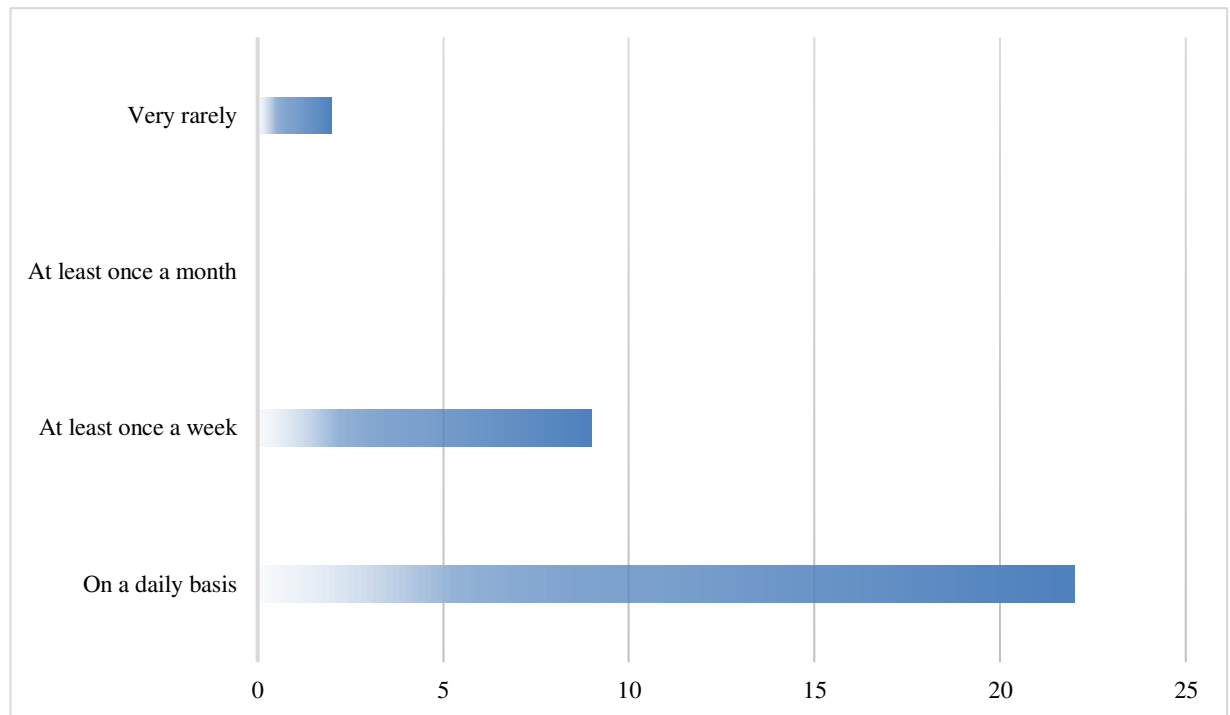
Diagram 1. How often do you use electronic dictionaries?

According to the results, the vast majority of students (22) use online dictionaries on a daily basis. Other students (9) use them at least once a week and very rarely (2).

The fifth question asked students to list the situations in which they use electronic dictionaries. The students gave the following answers:

- In the university.
- Whenever I encounter a word I'm not familiar with.
- When I prepare a list of synonyms.
- During the lessons, while watching films, streams, videos, etc.
- Everywhere, whenever I need it.
- When I don't know the meaning of a lexical item.
- In the lesson or seminar, when I am doing my homework.
- To look up unfamiliar words.
- When I need to search for an unfamiliar word.
- During school, at home as well.
- When I do not understand the meaning of the word. Usually at school or home.
- For unknown words.
- During English lessons, when writing assignments/homework.

- For learning, during communication, while watching movies, most often when I think of a word I just don't know the English equivalent or I'm curious about a synonym.

- Every time I meet a new word or concept.

- I use it when I am teaching English for 6th graders. I also use it when I am studying and revising for examinations. Basically, I use it every day to improve vocabulary.

- When I do not understand something while reading.

- While preparing for the lessons.

- For example, when I need it during the lessons.

- During lessons, while watching series or movies.

- When I study, at school and at home.

- When you need to hear the sound, the translation of the word.

- For doing homework, chatting with others, searching for something.

- When I do not understand something or I want to use a synonym.

- If I don't know the word's meaning.

- When I don't understand the meaning of a word.

- When I want to check the meaning of the word.

- When I do not understand words in presentations, books or films and also when I have to express my thoughts in writing and I do not remember/know those certain words.

- For doing homework mostly.

- I use electronic dictionaries mostly during my studies.

- Anytime I do not understand the meanings of words.

- While working.

- When I do not know the word.

The students' answers clearly show that they find the usage of online dictionaries effective and useful for learning foreign languages. Students mostly use online dictionaries when they encounter an unfamiliar word, or when they want to find a synonym of a certain word. Moreover, it can be also seen that the situations in which they resort to the usage of online dictionaries are connected to everyday life situations, including leisure time activities, teaching and studying.

Proceeding with the sixth question, students were asked to evaluate the usefulness of online dictionaries from 1 (useless) to 5 (very useful) (Appendix 5 a, b and c). The results are the following:
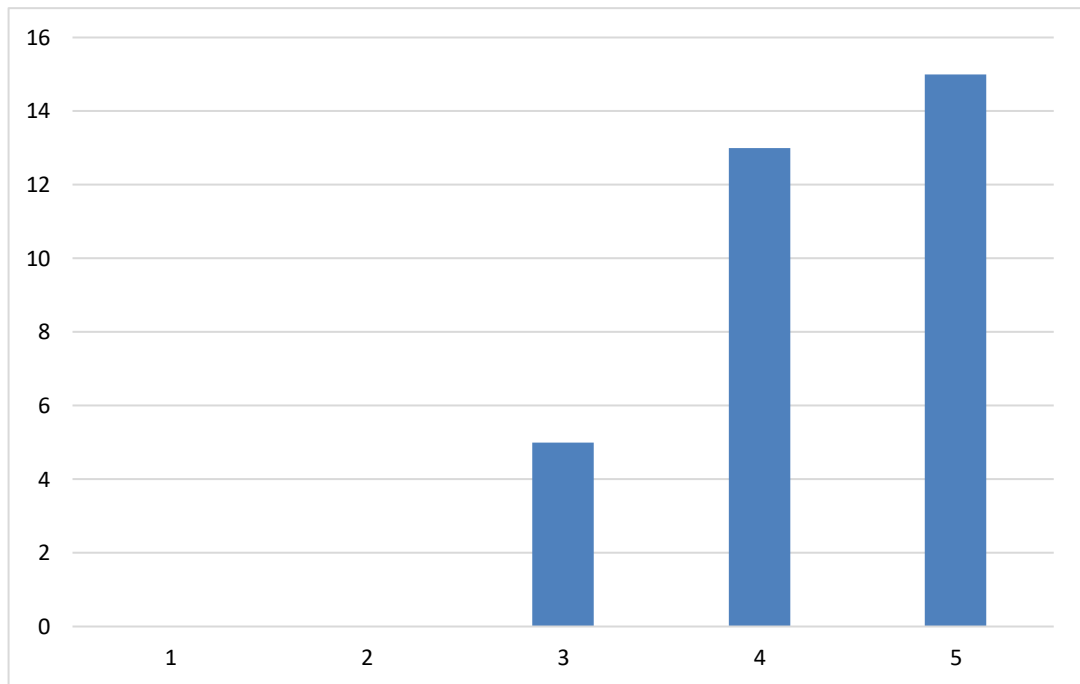
Diagram 2. How would you evaluate the usefulness of online dictionaries?

The majority of students (15) consider online dictionaries very useful while others think they are useful or somewhat useful. Online dictionaries proved their efficiency among the students as no one sees them as useless.

In the seventh question students were asked to list the online dictionaries they use. Students gave the following answers:
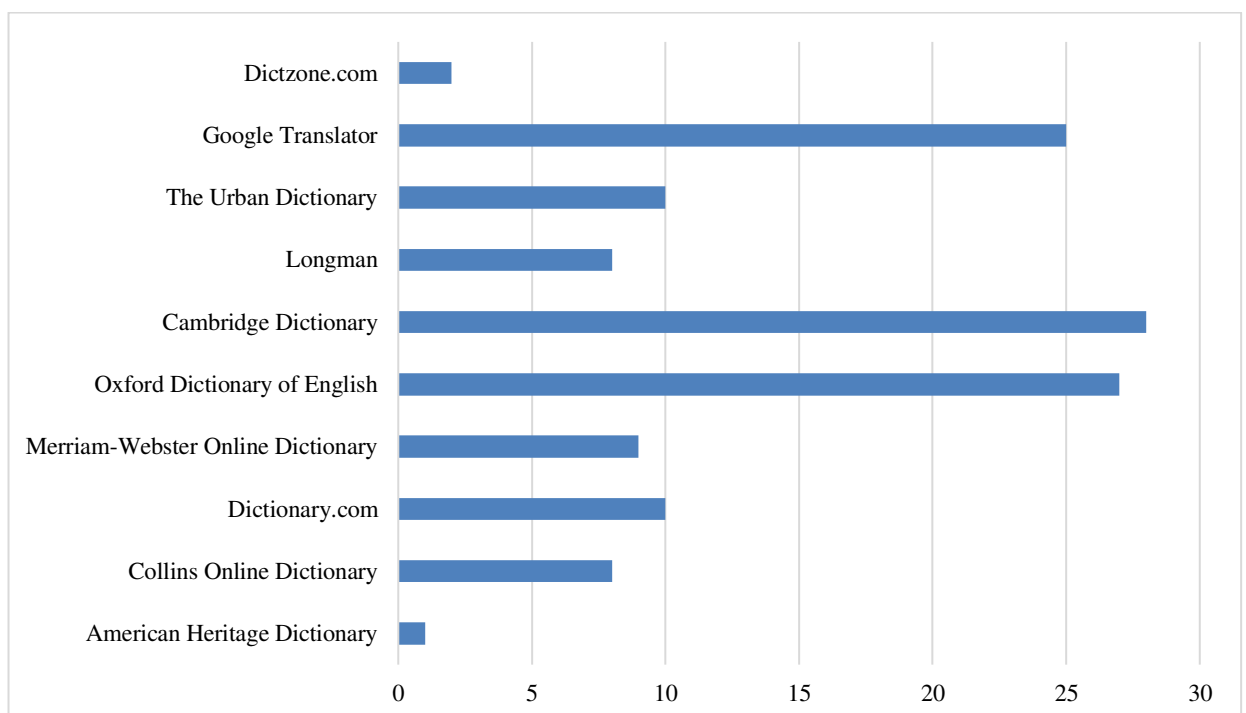
Diagram 3. List the online dictionaries you use.

According to the results, the three most frequently used online dictionaries are the following: Cambridge Dictionary (28), Oxford Dictionary of English (27) and Google Translator (25). In addition to the three online dictionaries mentioned above, the Urban Dictionary, the Dictionary.com and the Merriam-Webster Online Dictionary are used by many students as well.

The eighth question asked students whether they use monolingual or bilingual online dictionaries. The results are the following:
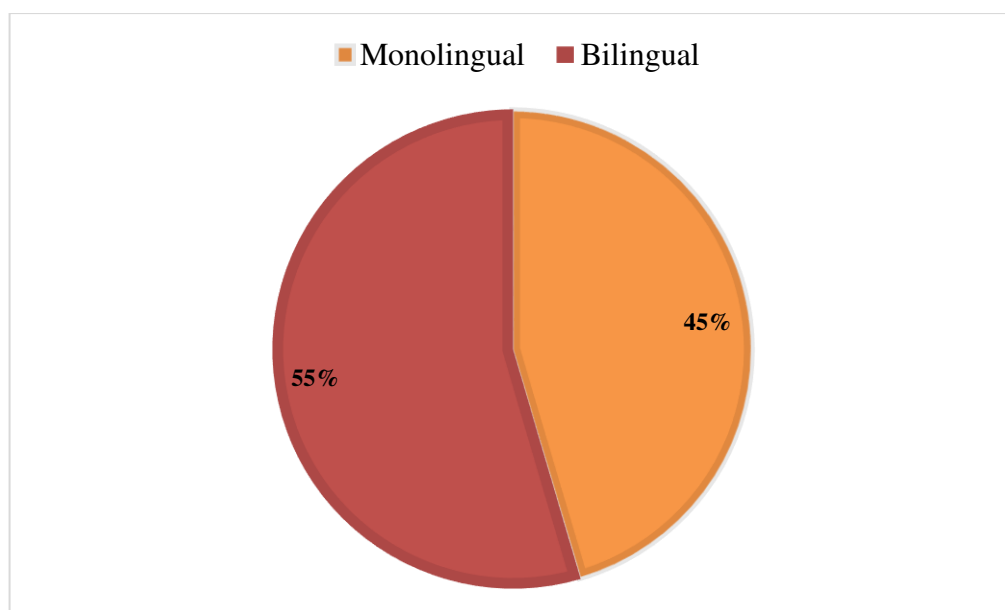
Diagram 4. Which variant of electronic dictionaries do you use?

As it can be seen, the majority of students (18) use bilingual dictionaries, while less than half of them (15) use monolingual dictionaries.

The second part of the research included a test which measured students' knowledge of slang items. Students were asked indicate the correct answer by choosing the relevant option. The results are the following:

Slang No.1 (Yep (Yup): You, yes, strong, below): This slang item has a positive meaning, as it means yes. It dates back to the 1960s when it entered the language. This word is widely used by both native and non-native speakers across the word, mostly among the younger generation. It is used in colloquial conversations.
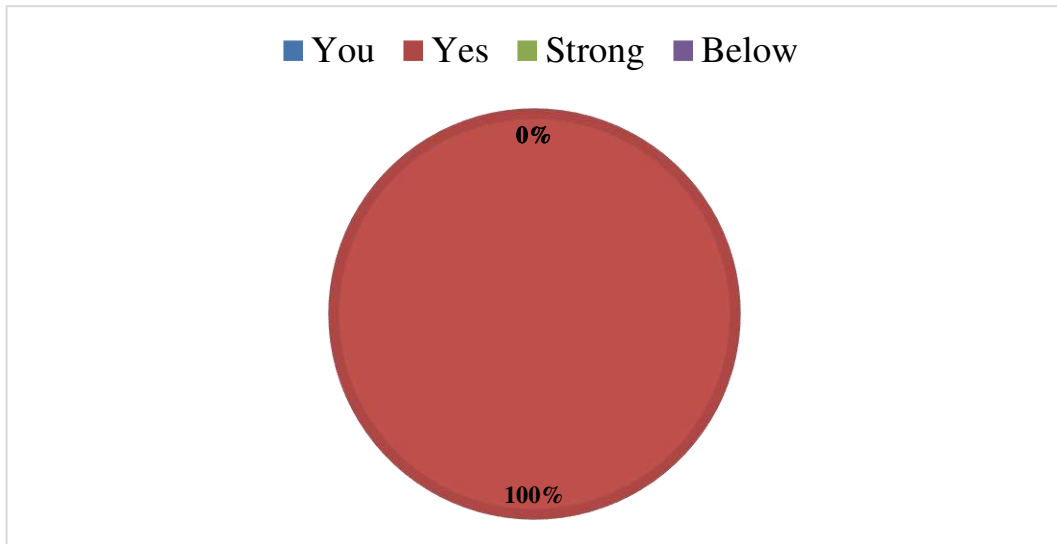
Diagram 5. The meaning of 'Yep (yup)'

Of the total respondents, everyone (33) gave the correct answer. This number indicates that the students are all familiar with this slang item, hypothetically use it frequently. The results also show that this slangism is particularly used across gender and age.

Slang No.2 (Baby: Child, young child, infant, someone you love): The meaning of this slang item is sweetheart, i.e. someone you love. It originates from the 1940s.
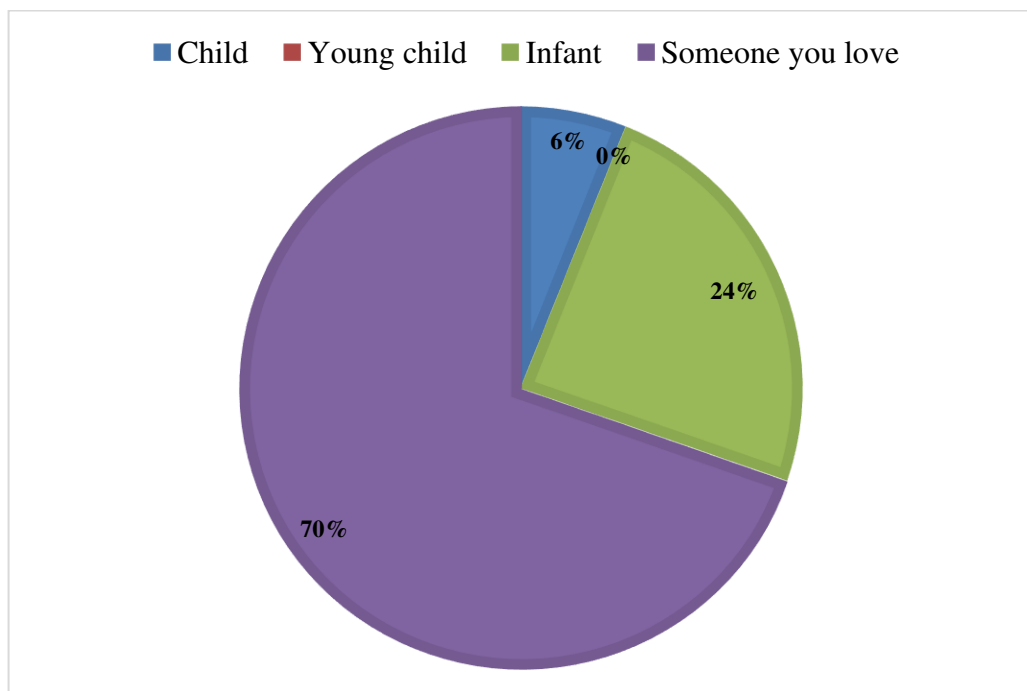
Diagram 6. The meaning of 'Baby'

Of the total respondents, 23 students chose the correct answer, while 10 respondents failed. Since the majority of students answered correctly, it means that they are mostly familiar with this slang word.

Slang No.3 (Chicken: White meat, coward, ugly, bad): This slangism refers to someone who is a coward. This slang entered the language in the 1940s as well. It can be also said that this slang word is still commonly used nowadays.
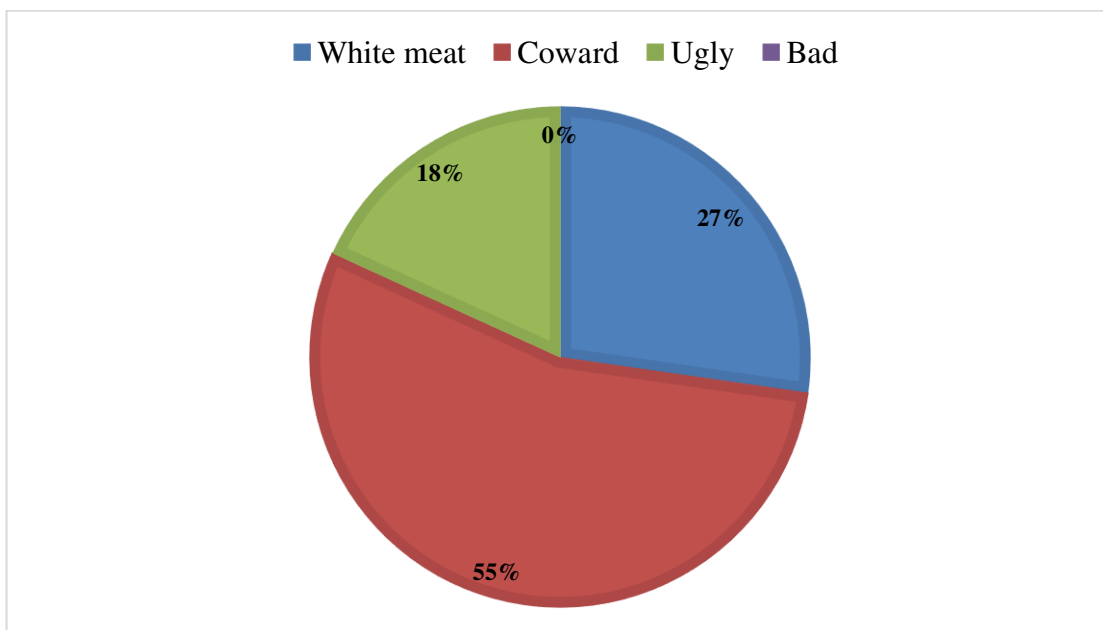
Diagram 7. The meaning of 'Chicken'

Of the total respondents, 18 gave a correct answer, while 15 students misunderstood the word's meaning. As nearly half of the students did not know the meaning of this slangism, it seems that they are rather unfamiliar with it and do not use it frequently or at all.

Slang No.4 (Big mouth: Important, young man, silent, talks too much): The meaning of this slang item is a talkative person, referring to the 1980s.
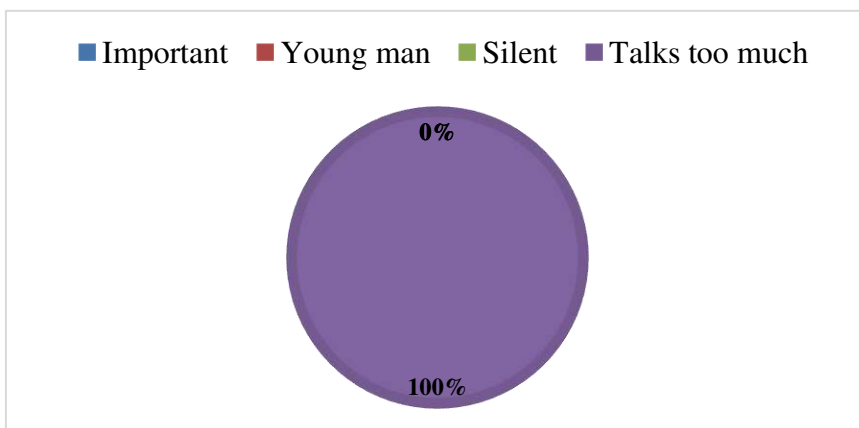
Diagram 8. The meaning of 'Big mouth'

Of the total respondents, everyone (33) opted for the correct variant. Since all of the students provided the correct variant, it means that they are familiar with this slang and there is a probability that it has entered their active vocabulary.

Slang No.5 (Cool: Coldness, crazy, great, lazy): The meaning of cool is great or excellent, referring to the 1950s.
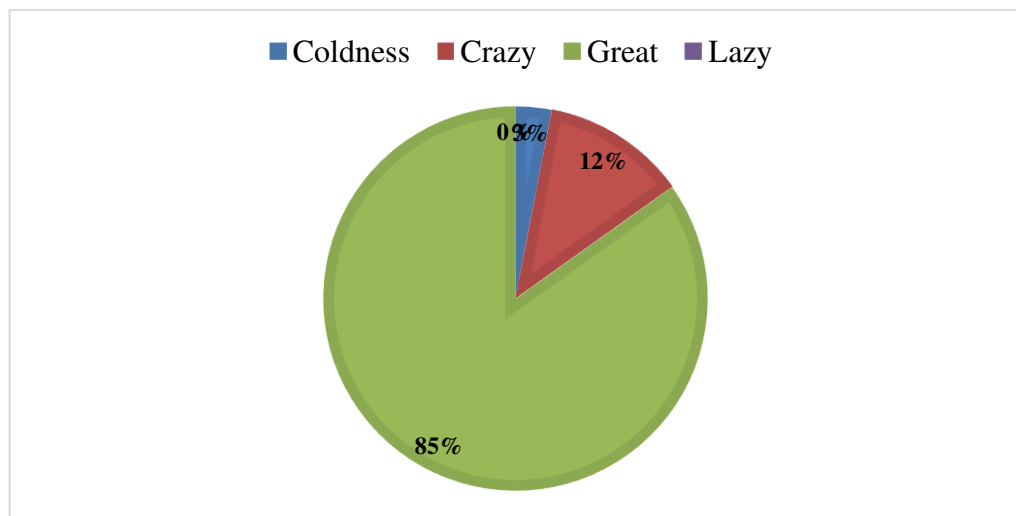
Diagram 9. The meaning of 'Cool'

Of the total respondents, 28 gave a correct answer, while 5 reported the incorrect answer. As the vast majority of students reported the correct meaning of this slang, they are familiar with it and might use it in their use of English. The main reason for its popularity can be the media, thus it is the most common and widespread among the young culture.

Slang No.6 (Gonna: Well, going to, displace, want): The original form of this word is going to, and it is commonly used in informal communication situations. Generally, youngsters use this slang in the Internet or writing text messages.
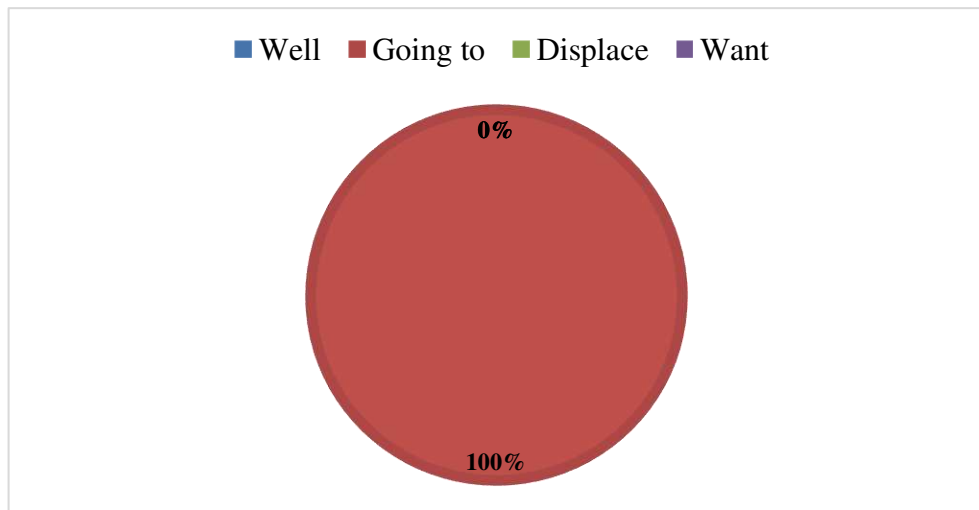
Diagram 10. The meaning of 'Gonna'

Of the total respondents, all students (33) answered correctly. It means that they are familiar with this slang item and might use it while communicating with their peers.

Slang No.7 (Gotta: Unable to do, shortage, got to, forgotten): Similar to the previous slang word, it is a contraction as well. This word means got to, need to and must. However, in the area of slang, people might as well use it as goota.
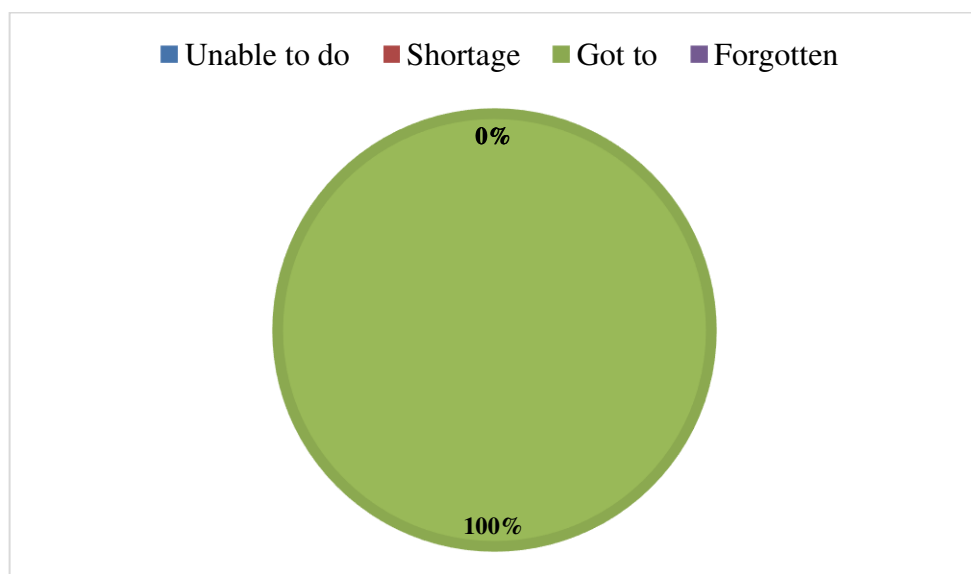
Diagram 11. The meaning of 'Gotta'

Of the total respondents, all students (33) came up with a correct answer. It suggests that they are familiar with this word and might use it while communicating with their peers.

Slang No.8 (Wanna: Request, lust, dream, want to): The complete form of wanna is want to. Similar to the previous slangs, it is very common and accepted by the younger culture. It is frequently used in colloquial conversations.
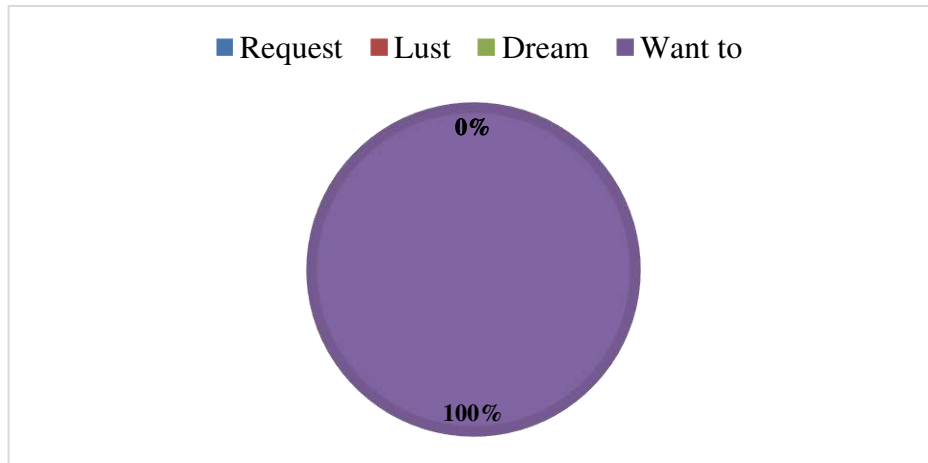
Diagram 12. The meaning of 'Wanna'

Of the total respondents, all students (33) provided a correct answer. As it was mentioned, this particular slang item is used by the younger generation in informal communication. The result clearly shows that that claim proves to be true as all students answered the question correctly.

Slang No.9 (LOL (short form, Internet abbreviation): Happy, long life, laughing in a loud voice (many laughs), lonely): LOL stands for "Laugh out loud", "Lots of laughter", "Laughing out loud". LOL forms a part of the Internet slang and is commonly used. It is similar to acronyms which are used for communicating a higher decree of amusement. The origins of this slang can be tied to Usenet, by date January 17, 1990.
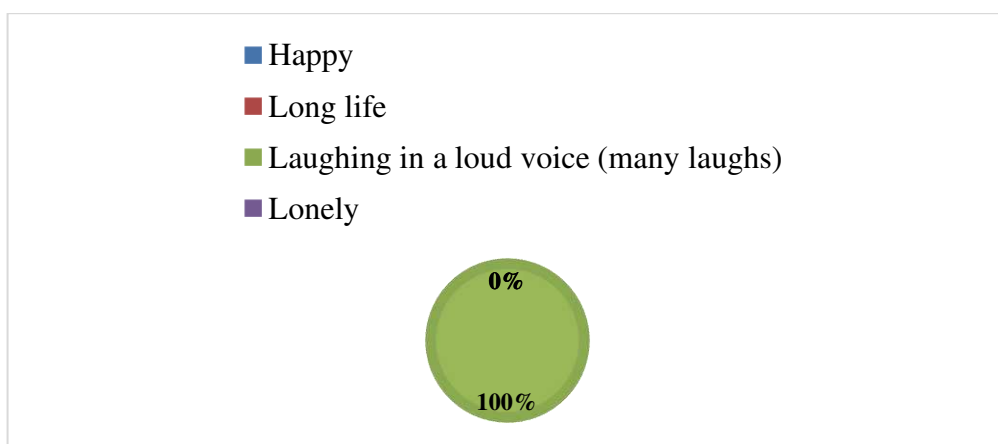
Diagram 13. The meaning of 'LOL'

Of the total respondents, all students (33) gave a correct answer. As a conclusion, it can be stated that they are familiar with this slang and might use it in everyday life while communicating with their peers.

Slang No.10 (ASAP: see you later, as a problem, possibility, as soon as possible): This slang is an abbreviation meaning as soon as possible. ASAP also forms a part of Internet slang, just like LOL. It is very common nowadays in the Internet and the results confirm this claim.
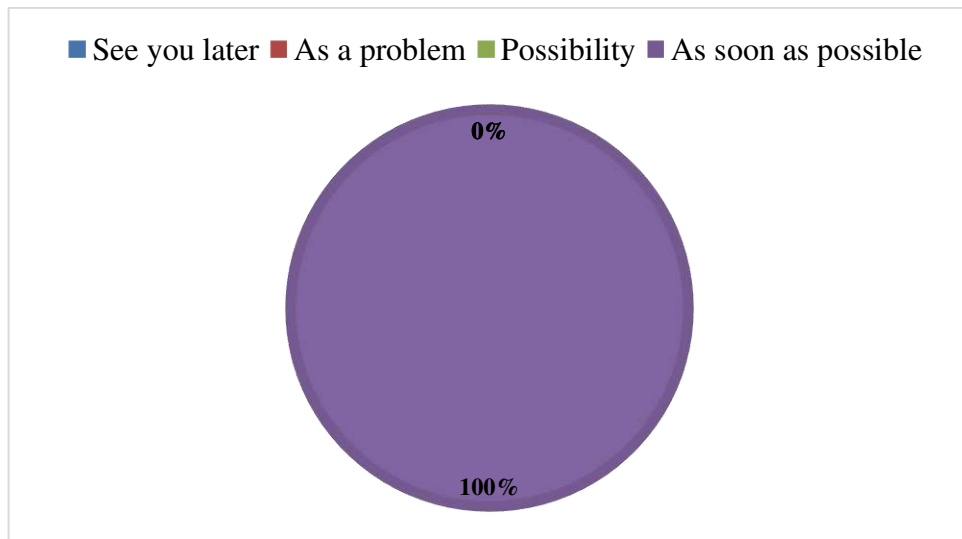
Diagram 14. The meaning of 'ASAP'

Of the total respondents, all students (33) knew the correct answer. Thus, it can be claimed that this slang item is indeed widespread and used by the younger generation on the Internet.

Slang No.11 (Brb (Internet slang): I'm very busy, be right back, be great, be good): BRB is an abbreviation for 'be right back'. This slang is very popular, especially among students. Mostly it is used in emails and on the cell phones for writing an SMS.
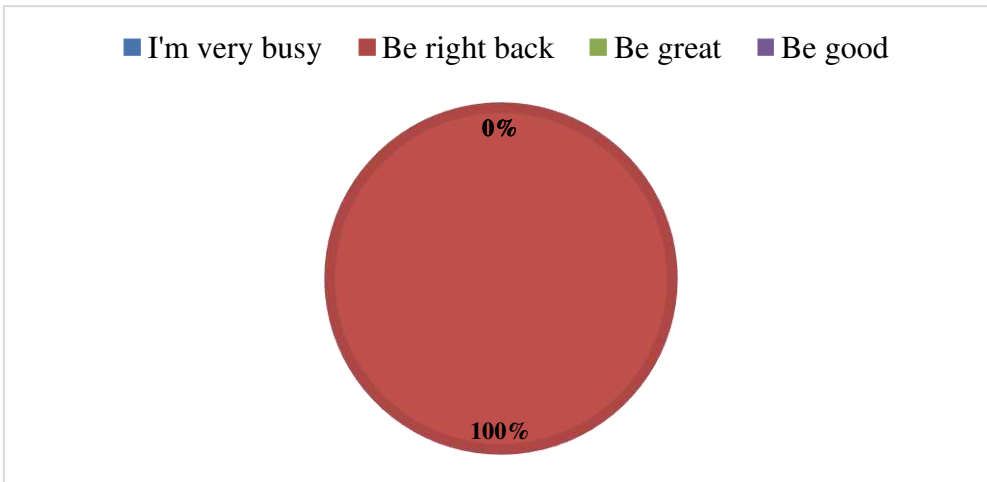
Diagram 15. The meaning of 'Brb'

Of the total respondents, all students (33) answered correctly. In this sense, it demonstrates that younger people use it mostly on the Internet and it is popular as all of the students are familiar with this slang item.

Slang No.12 (B4N: (Internet slang) Before, bye, bye for now, be right back): B4N is an abbreviation as well in the area of slang. This slang is also popular on the net, used in emails and for communication purposes. Nowadays, this slang word is very popular among students. In terms of origin, it dates back to the 1990s.
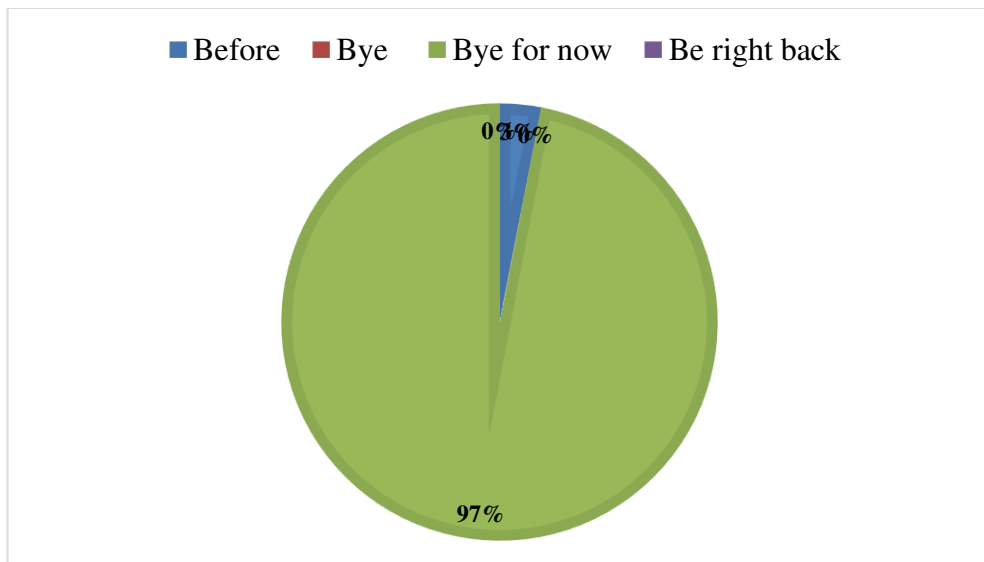
Diagram 16. The meaning of 'B4N'

Of the total respondents, 32 provided a correct answer, while one student answered incorrectly. As the vast majority of students came up with a correct answer, it can be clearly seen

that students are familiar with this slang item. The result suggests that it is popular among the students and might be used by them when communicating on the net.

Slang No.13 (My bad: my mistake, goodness, silly, my favourite): As a slang, it means my mistake. It refers to the 1970s, and up to now, it has endured as a common slangism, used by youngsters in particular.

■My mistake ■Goodness ■Silly ■My favourite

0%

100%
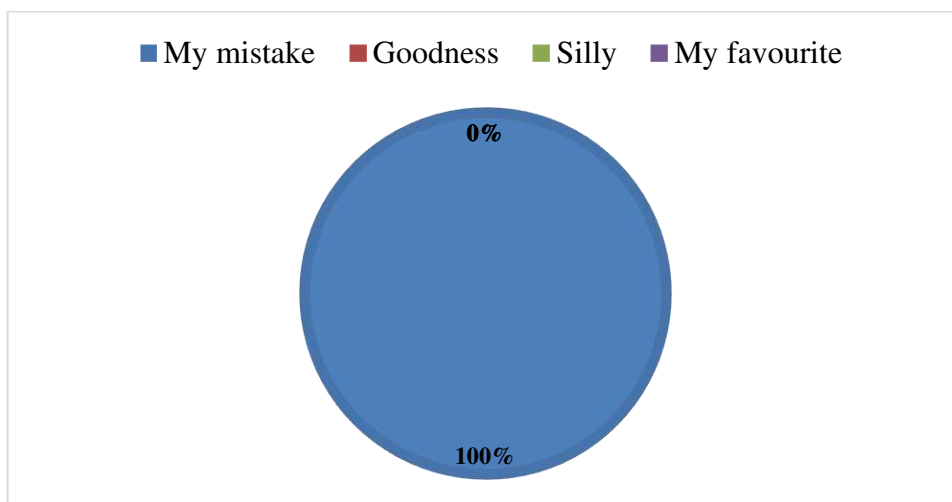
Diagram 17. The meaning of 'My bad'

Of the total respondents, all students (33) provided a correct answer. It suggests that this slang is indeed widespread among young people and might be used by them while communicating on the net.

Slang No.14 (Dude: Good, cool guy, adult male, ugly): This slang is an American slang meaning a cool guy. Dude refers to the 1950s, often used by the young people even nowadays. Since this is an American slang and it is used in that society, it might not be very well-known and popular among the students participating in the given study.
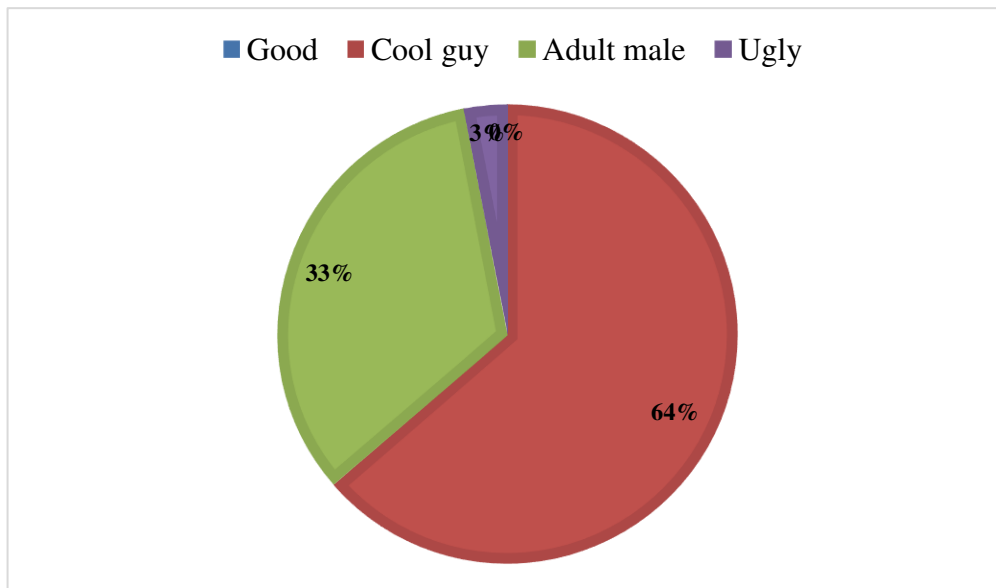
Diagram 18. The meaning of 'Dude'

Of the total respondents, 21 supplied a correct answer, while 12 students answered incorrectly. Although it is an American slang and it is used by a distant society, more than half of the students are familiar with it. At the same time, it also means that the American culture affects other cultures in the 21st century. Since most of the students knew the correct meaning of dude, it can be inferred that they use this slang item in genuine communication.

Slang No.15 (Oh shit: Meaningless, oh no, damn, deceive, kind): This slang word can be encountered in the field of media, it means 'oh no or damn'. This slang is popularised by the media and TV channels. As the results show, it is accepted by the young people and regarded as a popular slang among people and students.
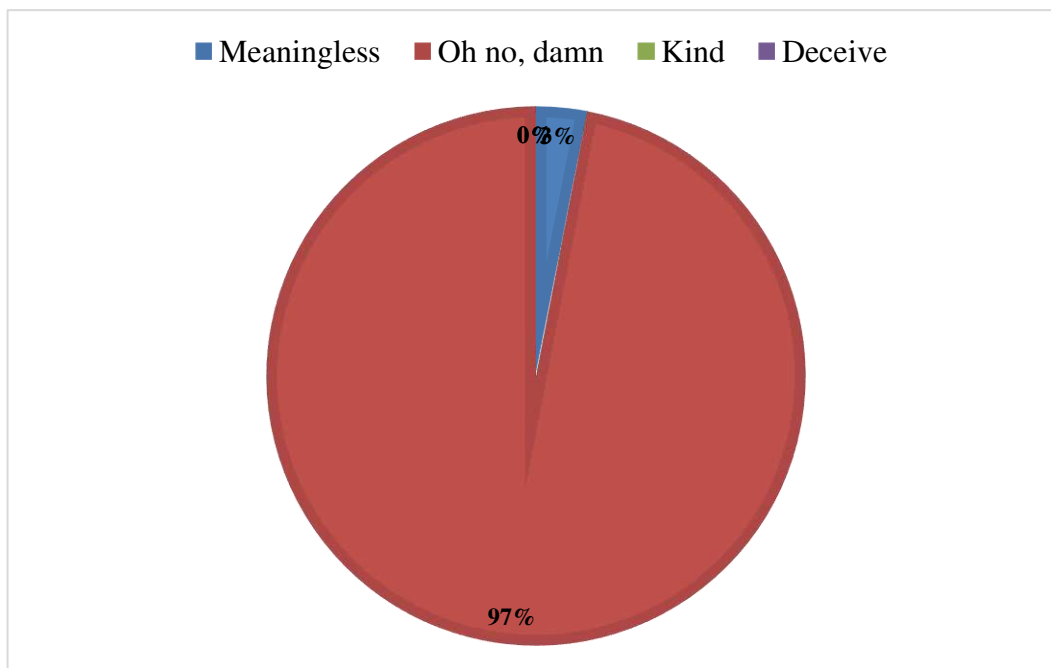
Diagram 19. The meaning of 'Oh shit'

Of the total respondents, 32 supplied a correct answer, while one student made a mistake. The results show that this slang item is popular and well-known among the students as they are familiar with it. As they are almost all familiar with this slang, supposedly they use it in informal conversations.

Slang No.16 (Homey: Cruel, difficult, like a home, a friend or buddy): The meaning of homey is a friend or buddy, and it refers to the 1980s. This slang isn't regarded as common and widespread among students according to the results (Namvar & Ibrahim, 2014b).
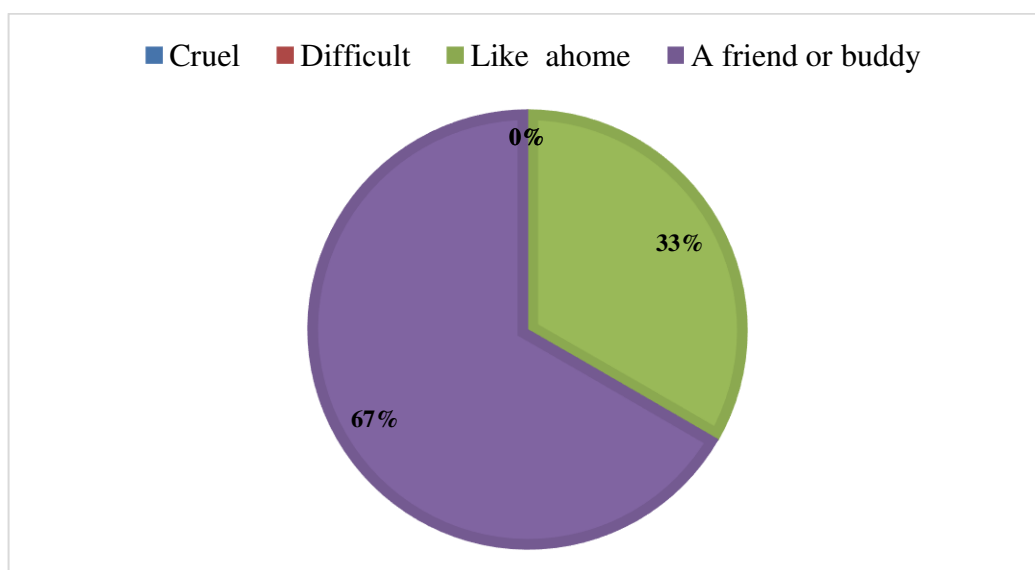
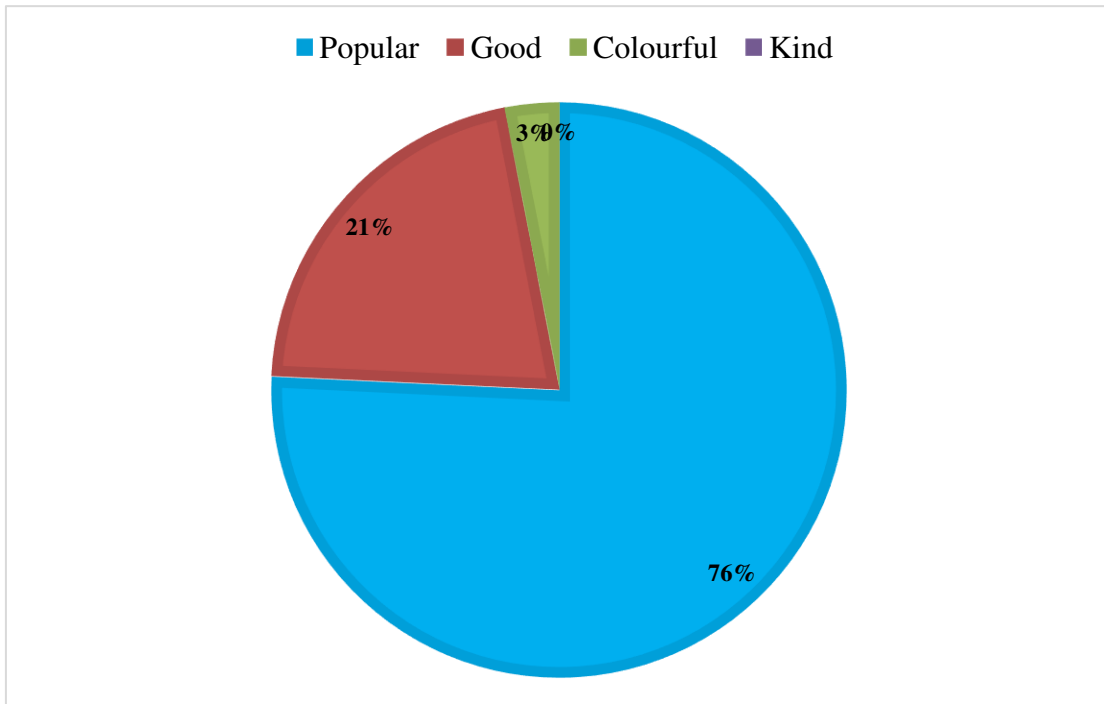**Diagram 20.** The meaning of 'Homey'

Of the total respondents, 22 gave a correct answer and 11 students misunderstood the meaning of the given word. As it can be seen, the majority of students are familiar with the meaning of 'homey'. According to the results, the use of this slangism is not widespread and popular among the students and not everyone is familiar with it.

Slang No.17 (Flexing: To bend something, to misunderstand something, to lie, to show off): the meaning of flexing is to show off. This slang is popular, and one can encounter it in hip hop and rap, but elsewhere as well. Flexing originates from America and it was widely popularised in circa 2014. However, it was first mentioned in a song in 1992 (What Does "Flex" "Flexing" and "Flexed" Mean?, 2021) (Anwar, 2015).
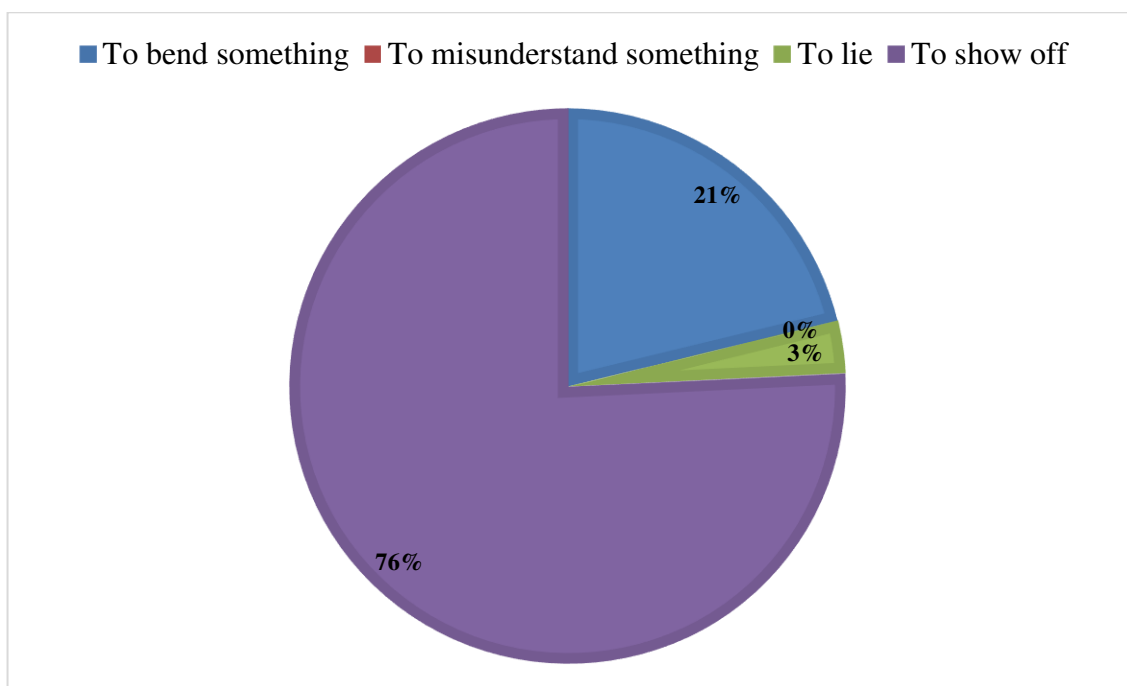
**Diagram 21.** The meaning of 'Flexing'

Slang No.18 (Gucci: Popular, good, colourful, kind): The meaning of 'gucci' is good or great. It is especially used with someone or express that everything is fine (Gucci - What Does It Mean If Something Is Gucci?, n.d.). The Urban Dictionary traces 'gucci' back to the '08, though this term is relatively niche (Peyser, 2016). On the contrary, some believe that it originates from September 1999 (Editors of Merriam-Webster, 2019) (Bakhadzhati, 2019) (Zapadnyuk, n.d.).

Diagram 22. The meaning of 'gucci'

Of the total respondents, 7 provided a correct answer and 26 students misunderstood the meaning of the word. According to the results, the vast majority of students is not familiar with this slang word. Although it has a meaning of 'fashionable' which might have been misleading for students when selecting the correct answer, it is not the same as popular. We might conclude that students do not really use this slang since they are not familiar with the correct meaning of it.

Slang No.19 (Wicked: Great, evil, not kind, calm): The meaning of this slang is 'great', 'cool', 'wonderful', etc. Thus, in general, it has a positive meaning in contrast to its appearance. This slang originates from the United States' black slang, and dates back to the 1980s, while some believe that it dates back to 1961, derived from the film West Side Story (Urban Dictionary: WICKED, n.d.). It entered the language in Britain in the late 1980s. Wicked is a popular slang even up to now (BBC World Service | Learning English | Keep Your English Up to Date, n.d.).
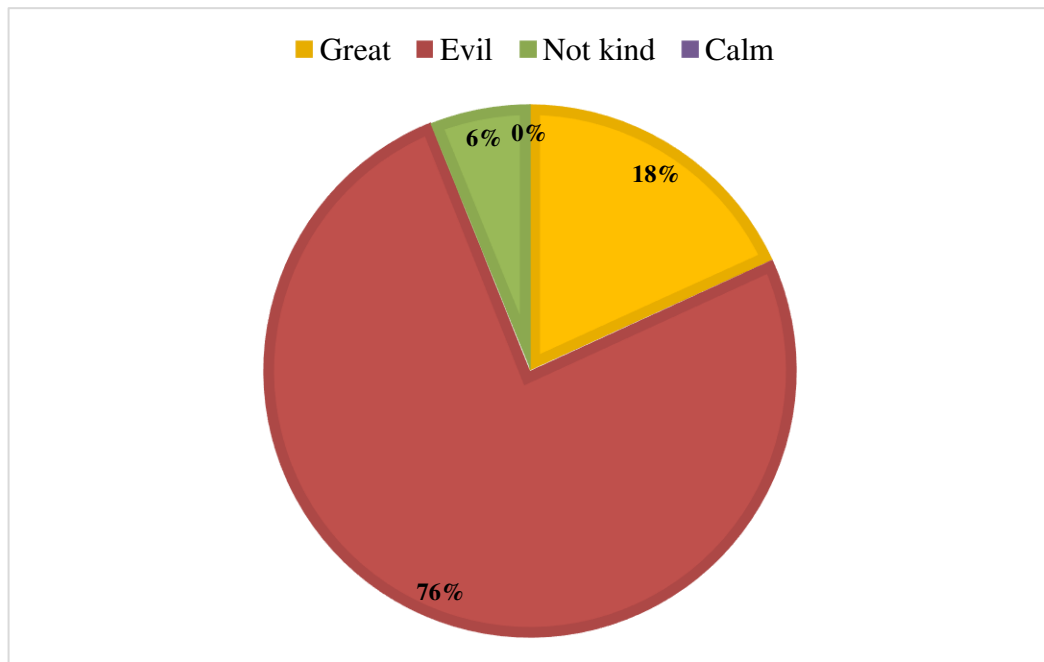
Diagram 23. The meaning of 'wicked'

Of the total respondents, 6 came up with a correct answer, meanwhile 27 students were unfamiliar with the meaning of the given lexeme. Since this slang originates from the United States, students might not be familiar with the meaning of it. It can be concluded that it is not widespread among the students and they do not use it.

Slang No.20 (Yikes: To express gratitude, to express shock, to express happiness, to express sleepiness): 'Yikes' is used to express shock when someone is reluctant to use an inappropriate or vulgar word. The first use of the term was noted in 1941. Its use was promoted by the common appearance in comic books. This expression was taken into the modern language of texting with the help of pop culture (Yikes Meaning: What Does Yikes Mean? With Useful Examples •, 2020) (Turovskiy, 2020).
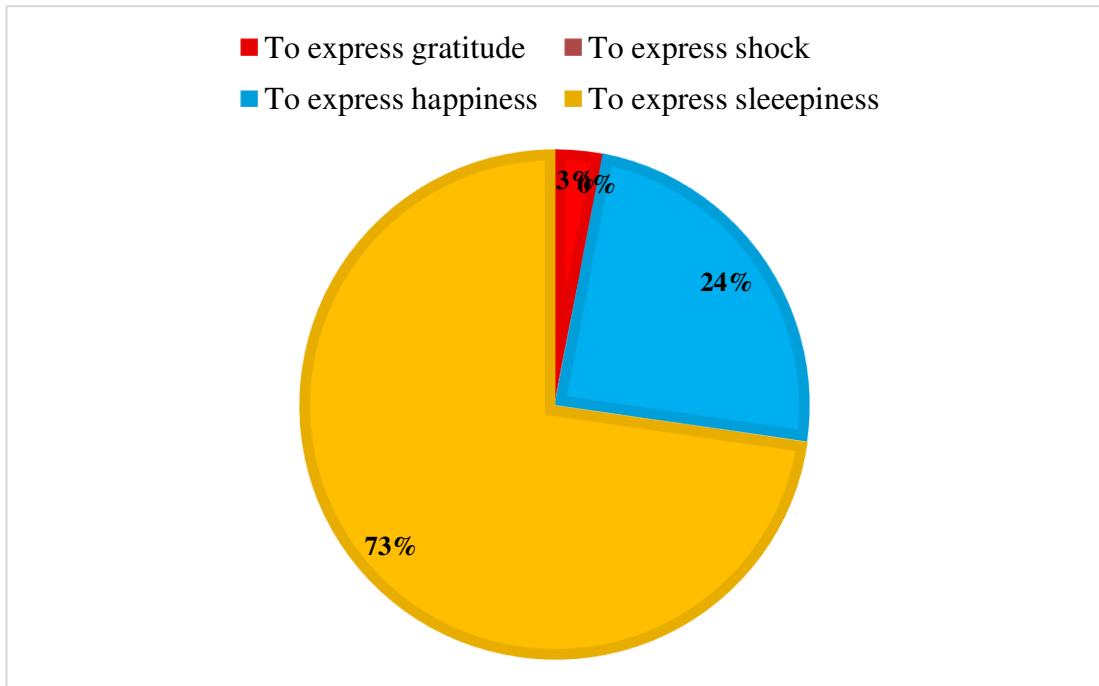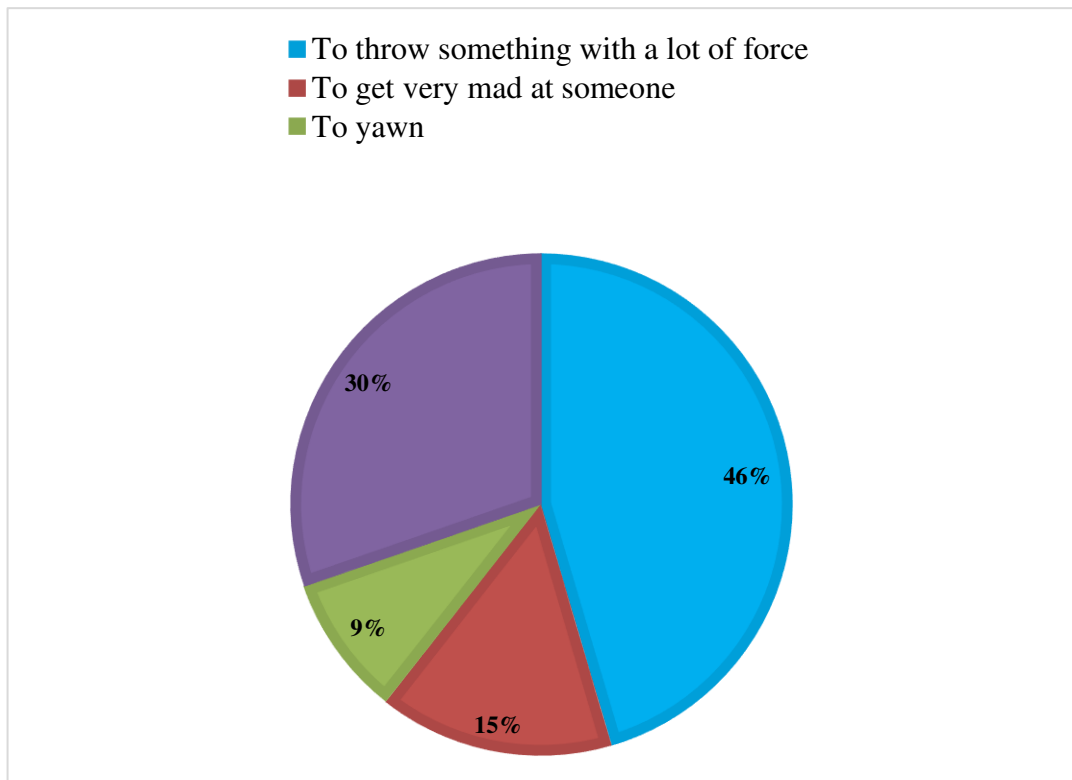
Diagram 24. The meaning of 'Yikes'

Of the total respondents, 8 supplied a correct answer and 25 – answered incorrectly. The results show that the vast majority of the students are unfamiliar with this slang item. As a result, it can be claimed that supposedly they do not use it and have not encountered it frequently since they do not know the meaning of it.

Slang No.21 (Yeet: to throw something with a lot of force, to get very mad at someone, to yawn, to express laughter loudly): this slang is an exclamation of excitement when doing a dance or throwing something (Dictionary.com, 2021). In general, yeet is a word that means 'to throw". It is hard to estimate when this slang became a word, but it is known that its meaning and usage supposedly comes from the 2000's hip-hop (Heinzman, 2020).

Diagram 25. The meaning of 'Yeet'

Of the total respondents, 15 provided a correct answer and 18 students misunderstood the meaning of the lexeme. As the results show, nearly half of the students are familiar with this slang item. However, the majority of the students do not know its meaning. Hence, 'yeet' is not well-known among the selected students yet and mostly they do not use it in everyday life.

Slang No.22 (Screw up: to mix things together, to make something up, to mess something up, to hurt someone): The meaning of this slangism is "to make a mess of something", "to mess up", "to fail at something" (Urban Dictionary: Screw Up, n.d.).
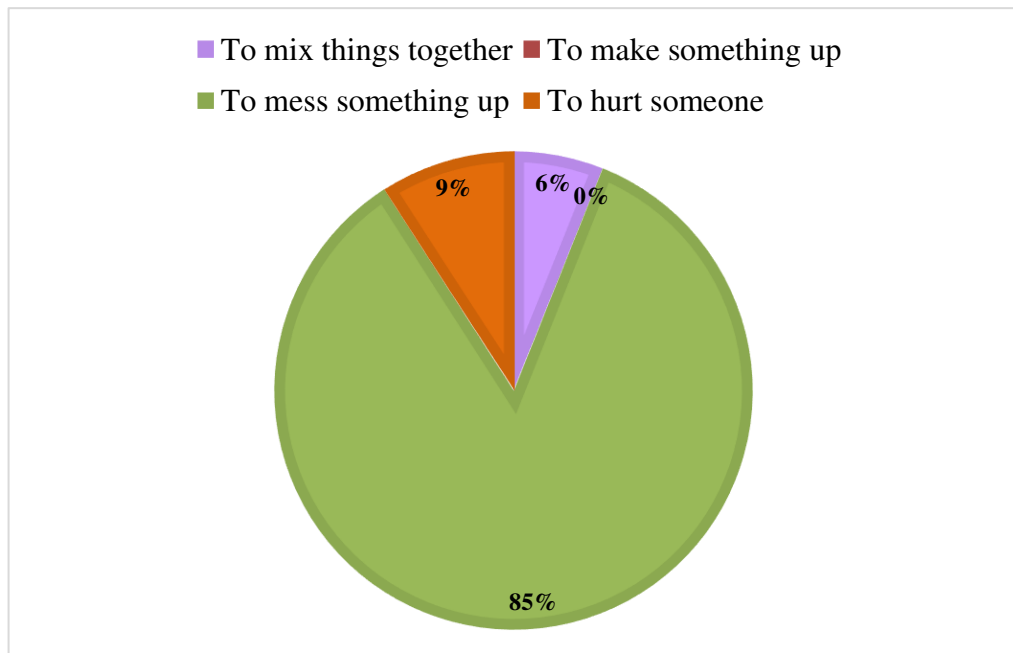
Diagram 26. The meaning of 'screw up'

Of the total respondents, 28 answered correctly and 5 - incorrectly. As the results indicate, the vast majority of students are aware of the meaning of this slang word. It can be inferred that students are not only familiar with this slang but they might as well use it in informal contexts.

Slang No.23 (Wrap up: To open something fast, to start something as soon as possible, to finish something fast, to pack something in a rush): Wrap up means "to complete or finish something", sometimes doing that in haste (Wrap-up Meaning | Best 11 Definitions of Wrap-Up, n.d.).
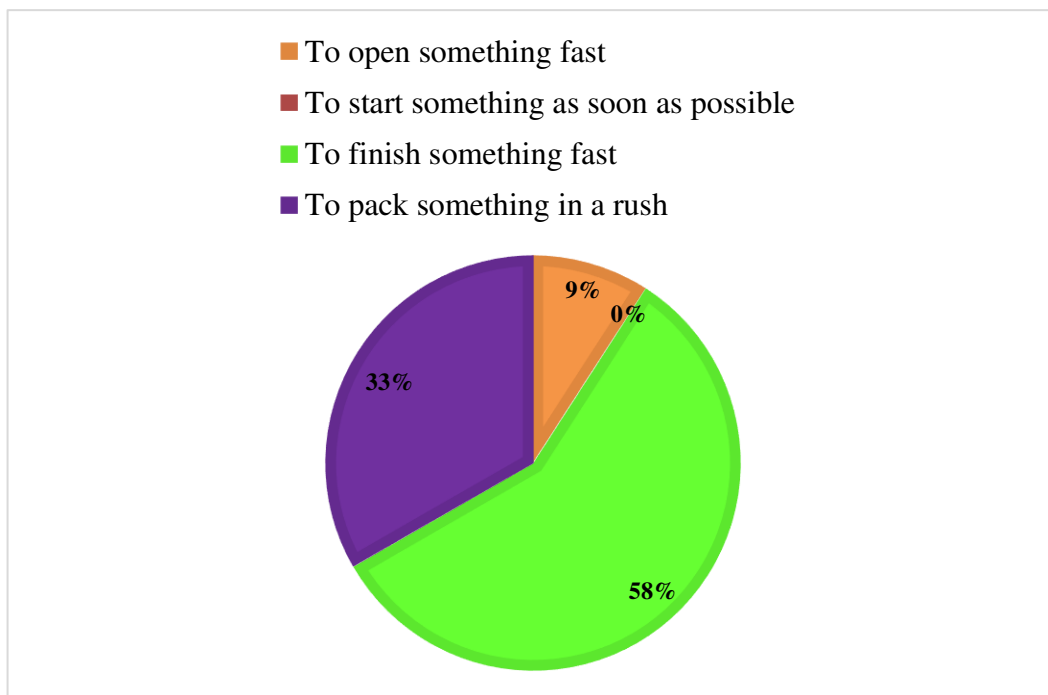
Diagram 27. The meaning of 'Wrap up'

Of the total respondents, 19 answered correctly and 14 students - incorrectly. According to the results, more than half of the students are familiar with this slang item. At the same time, nearly half of the students have not encountered this slang yet or do not seem to remember it.

Slang No.24 (IRL: I really like it, in real life, recently, in other words): IRL is an acronym for "in real life" (What Does IRL Mean? IRL Definition. Meaning of IRL. OnlineSlangDictionary.Com, n.d.). This slang is frequently used in social media and online communities with the purpose of differentiating between online life and offline life. This term has been heavily criticized for being too anti-technological, or anti-internet (What Is IRL ?, 2019).
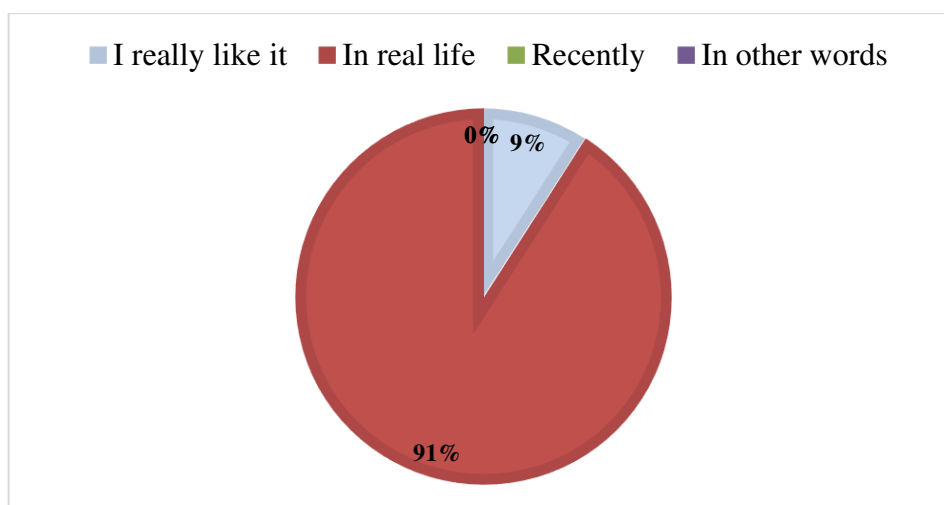
Diagram 28. The meaning of 'IRL'

Of the total respondents, 30 provided a correct and 3 - an incorrect answer. Due to the fact that this slang word can be encountered in social media and online communities, it is then not surprising that the vast majority of students have already encountered this word and know its meaning. Supposedly, students use this slang in those certain situations mentioned above.

Slang No.25 (Boomer: A player, a miner, a teenager, an old person): According to the Urban Dictionary, a boomer is an older person, over the age of 55 (Urban Dictionary: Boomer, n.d.).
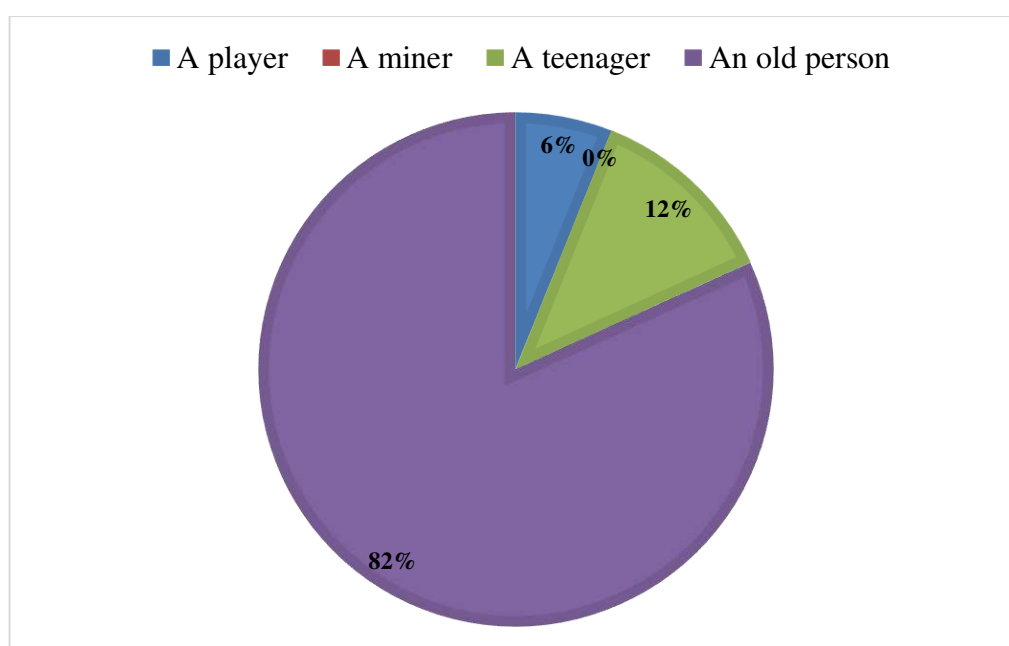
Diagram 29. The meaning of 'Boomer'

Of the total respondents, 27 provided a correct and 6 - an incorrect answer. The vast majority of students knew the correct meaning of boomer, in terms of the results, it can be concluded that most of the students have encountered this slangism and are familiar with it. Supposedly, this slang is popular among the young people.
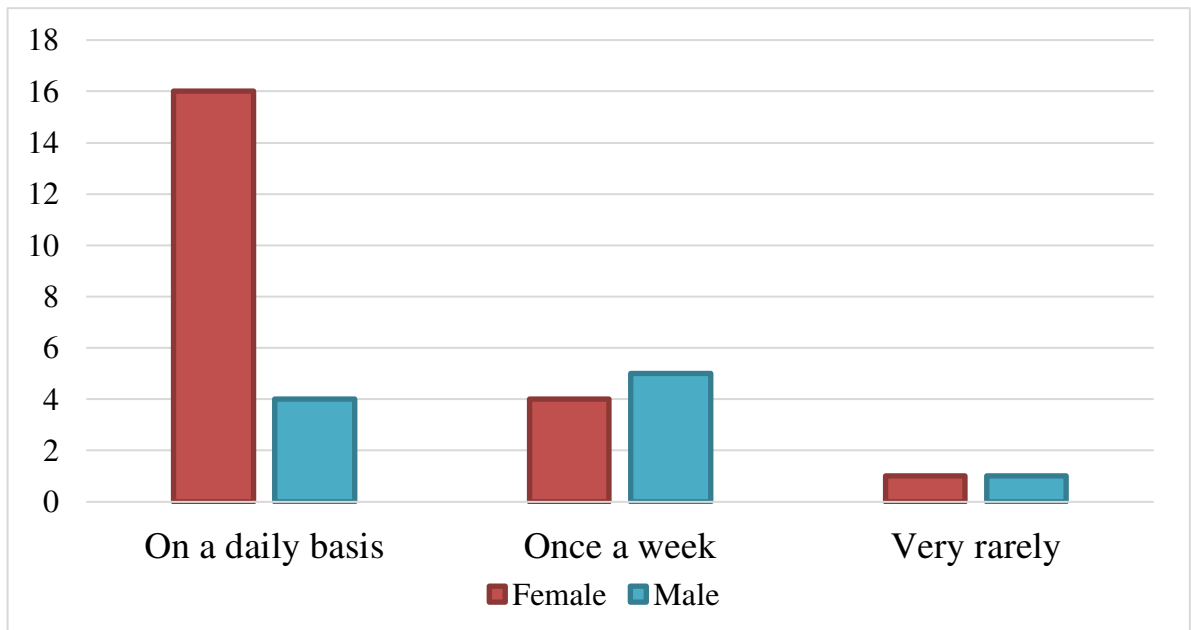
Diagram 30. Distribution of electronic dictionary use by sex

As the table shows (Diagram 30), female students (16) use online dictionaries more frequently than male students (4) on a daily basis. On the other hand, male students (5) use online dictionaries once a week more frequently than female students (4). Female (1) and male (1) students use online dictionaries very rarely just the same.
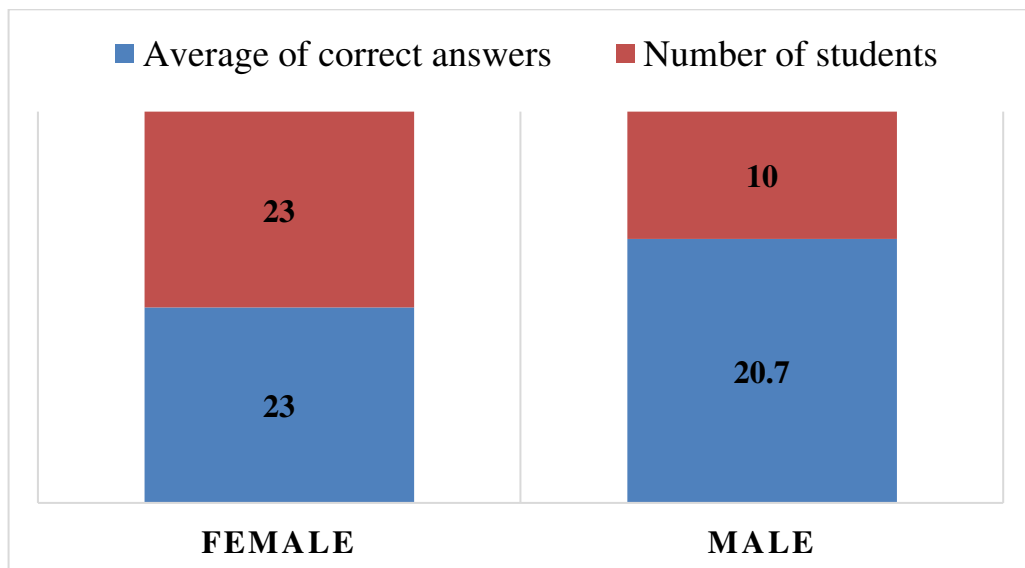
Diagram 31. The average of correct answers

The figures in the table above (Diagram 31) show how many questions students answered correctly on average by sex. The total number of female students is 23, and the number of female

students' correct answers is 23 as well. On the other hand, the total number of male students is 10, while the number of male students' correct answer is 20.7.

In comparison with the previous table (Diagram 31), it can be observed that the vast majority of female students (16) use online dictionaries on a daily basis, while a relatively smaller number of them (4) use online dictionaries at least once a week, and lastly, only a small number (1) uses online dictionaries very rarely. On the other hand, the majority of male students (5) use online dictionaries at least once a week, nearly half of them (4) use online dictionaries on a daily basis, and 1 person uses them very rarely.

It can be observed that female students use dictionaries more often than the opposite sex, thus the results of the research also show that, on the average, more questions were answered correctly. However, male students are less likely to use online dictionaries than females, therefore it can be observed that on the average, the number of questions answered correctly is fewer. Accordingly, the hypothesis of the study is supported by the obtained results.

Regression

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,625[a]	,391	,371	1,64032	2,746

a. Predictors: (Constant), how often do you use online dictionaries?

b. Dependent Variable: score

Model	Unstandardized Coefficients		Standardized Coefficients	t
	B	Std. Error	Beta	
1 (Constant)	14,515	1,255		11,561

	how often do you use online dictionaries?	1,552	,348		,625	4,462

Coefficients^a

			95,0% Confidence Interval for B	
Model		Sig.	Lower Bound	Upper Bound
1	(Constant)	,000	11,954	17,076
	how often do you use online dictionaries?	,000	,842	2,261

a. Dependent Variable: score

Coefficient Correlations^a

Model			how often do you use online dictionaries?
1	Correlations	how often do you use online dictionaries?	1,000
	Covariances	how often do you use online dictionaries?	,121

a. Dependent Variable: score

Moderate positive correlation coefficient was calculated between the two variables or between the frequency of usage of dictionaries and the test scores attained by the respondents (R=0,625). R square (=0,391) indicates a moderate fit between the chosen variables (frequency of usage of dictionaries and the test scores) or, in other words, there is a positive interdependence between students' looking up words in an online dictionary and the breadth of their vocabulary

knowledge. The relationship between the frequency of usage of dictionaries and the test scores can be considered statistically significant.

Nevertheless, special care should be taken with the interpretation of the data and generalisation due to the small sample size or the possibility of influence of other variables that are likely to impact on the learners' vocabulary development. In order to study the relationship between students' dictionary usage and their actual vocabulary knowledge, a larger sample size is needed, as well as more comprehensive and sensitive research instruments.

2.5 Discussion and interpretation of the research results

The research took place in one of the institutions of higher education in Transcarpathia. The research paradigm of the given investigation included both quantitative and qualitative measurements. It was considered that quantitative measure would usefully supplement and extend the qualitative analysis, because these types are used for measuring variables with more precision and due to this a more detailed picture of the English major students' usage of slang words and online dictionaries was obtained.

The results of the study show that the majority of students are familiar with electronic dictionaries and use them frequently, in general, as more than half of the participating students use electronic dictionaries on a daily basis, and the rest use them at least once a week. The rate of those who use dictionaries at least once a month or rarely is low.

Students' answers indicate that in most cases they use electronic dictionaries when encountering an unfamiliar word or phrase, when preparing for lessons and during lessons, when doing homework, and lastly, for leisure time purposes, including watching videos, films, streams, or reading books. Thus, it can be observed, that electronic dictionaries play a vital part in students' everyday life.

Many students think that electronic dictionaries are effective and proved to be helpful for developing vocabulary. On the other hand, students were asked to list the electronic dictionaries that they use. The five most commonly used electronic dictionaries were the Cambridge Dictionary, Oxford Online Dictionary, Google Translator, Dictionary.com and the Urban Dictionary.

Students were also asked to indicate which variant of electronic dictionaries they use. More than half of the students use bilingual electronic dictionaries, rather than monolingual ones.

The second part of the research focused on students' knowledge of slang items in the form of 25 questions. Therefore, they were asked to choose the correct meaning of slang words.

Out of 25 questions, 9 were answered correctly by everyone. Overall, most of the students seemed to have encountered the listed slang words. As it could be observed, the slang items originating from the American culture were harder to identify for students, since they did not always know their meaning. On the other hand, slang words that are related to social media and online societies, were much easier to identify.

Based on the data, students who use online dictionaries more often in their learning scored higher and are therefore more successful in learning than those who use online dictionaries infrequently.

Furthermore, it was also found that by gender, female students use online dictionaries more often than male students. In this sense, it was also shown that, on average, female students gave much more correct answers than male students. Thus, the hypothesis proved to be true, as evidenced by the data.

To conclude, the results cannot be generalised to larger populations since only a small group was observed. The research dealt with 33 students altogether which is not considered to be sufficient to draw any definitive conclusions. In order to get clearer answers to the research questions suggested in the thesis further research is needed with a more representable sample.

CONCLUSION

As technology evolves, it becomes an integral part of people's daily lives. Online dictionaries are tools for students that are becoming an integral part of their daily lives. As this is an extremely widespread tool in 21st century education, research was needed.

The *main aim* of the thesis was the analysis of the influence of dictionary usage on the acquisition of vocabulary items, as well as student teachers' perceptions on the utility of online dictionaries in terms of their vocabulary growth. Additionally, this study aimed at observing the frequency of using online dictionaries, paying special attention to their effectiveness. The study also aimed at presenting the possible advantages and disadvantages of using electronic dictionaries and paper dictionaries. A detailed explanation was given concerning dictionaries and their effective usage. Furthermore, the thesis paid special attention to electronic dictionaries, clearly stated the valid points of the advantages of using electronic dictionaries and paper dictionaries.

The first part described the use of electronic dictionaries, current lexicographic developments, the role of dictionaries in developing vocabulary, and the effectiveness of electronic dictionaries. Lastly, it discussed the advantages and disadvantages of using electronic and paper dictionaries.

The second part of the work described the methodology of an empirical study, such as the procedure of the research, the number of participants and their sampling, the methods used etc. The results of the research and the answers supplied by participants were interpreted. This study evaluated students' familiarity with electronic dictionaries and slang items. In the study the methods of questionnaire, testing and statistical analysis were utilised.

The results of the empirical research showed that the majority of students use online dictionaries frequently. Most of the students use them on a daily basis, meanwhile nearly half of them at least once a week. The results obtained show that female students use online dictionaries more often than male students. It follows that the data showed that female students answered, on average, more questions correctly than male students. Consequently, it can be stated that the hypothesis raised at the beginning of the thesis proved to be true, which is supported by the obtained data. This current research has shown the relationship between the frequency of dictionary use and successful studying and good scores achieved on tests.

Students' answers indicate that in most cases they use electronic dictionaries when encountering an unfamiliar word or phrase, when preparing for lessons and during lessons, when doing homework, and lastly, for leisure time purposes, including watching videos, films,

streams, or reading books. Furthermore, the five most used electronic dictionaries were the Cambridge Dictionary, Oxford Online Dictionary, Google Translator, Dictionary.com and the Urban Dictionary.

In order to study the relationship between students' dictionary usage and their actual vocabulary knowledge, a larger sample size is needed, as well as more comprehensive and sensitive research instruments, as the research involves a relatively small group. As slangism is not yet widespread in Ukraine and no more in-depth research has been conducted so far, more research will be needed involving a larger number of people.

The present research serves as a basis for future research. This research will help prospective and novice English language and literature teachers on how and in what situations it is appropriate to use online dictionaries during classes. The thesis provided teachers with useful pieces of advice and helps them decide which format of dictionaries should be used for more effective teaching and which will contribute to better outcomes.

In conclusion, comparing all the data, students showed that they knew and used several online dictionaries, and slang words were incorporated into their vocabulary, as they recognized the given slang items in the majority of cases. On the other hand, the evidence from this study suggests that slang items are gradually becoming an integral part of everyday communication and it is important to learn slang items because one can encounter them often. On the contrary, the results cannot be generalised since only a small group of people were investigated. The number of participants was 33 which is considered to be a small amount. In order to get more precise data, further investigation is needed involving more people.

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РЕЗЮМЕ

В результаті бурхливого розвитку технологій в освіті з'явилися такі розумні пристрої, як смартфони, інтерактивні дошки та найголовніше - Інтернет. У 21 столітті вчителі прагнуть використовувати Інтернет та його інструменти для ефективного викладання, серед яких онлайн-словники відіграють помітну роль. Метою цього дослідження є аналіз впливу використання словників у контексті вивчення іноземних мов, а також сприйняття студентами корисності онлайн-словників з точки зору їхнього словникового запасу.

У першій частині було описано використання електронних словників, сучасні лексикографічні розробки, роль словників у розвитку словникового запасу та ефективність електронних словників. Нарешті, на ньому обговорювались переваги та недоліки використання електронних та паперових словників.

У другій частині роботи було описано методологію емпіричного дослідження, а саме процедура дослідження, кількість учасників та їх вибірка, використані методи, тощо. Результати дослідження та відповіді учасників були інтерпретовані. У дослідженні використовувались методи опитування, тестування та статистичного аналізу.

Емпіричне дослідження, спрямоване на вивчення взаємозв'язку між використанням Інтернет-словників та обсягом словникового запасу студентів спеціальності з англійська мова і література одного з вищих навчальних закладів Закарпатської області.

У дослідженні взяли участь 33 майбутні викладачі англійської мови і літератури. Результати показують, що більшість студентів щодня користуються онлайн-словниками, тоді як майже половина з них користується принаймні раз на тиждень. Крім того, студентки частіше користуються онлайн-словниками, ніж студенти. Отримані результати показують, що студентки частіше використовують онлайн-словники, ніж студенти. Звідси випливає, що дані показали, що студентки відповідали в середньому на більше запитань правильно, ніж студенти. Згідно з отриманими даними, п'ятьма найбільш використовуваними онлайн-словниками були Кембриджський словник, Оксфордський онлайн-словник, Google Translator, Dictionary.com та Urban Dictionary.

На основі відповідей студентів було помічено, що студенти мали труднощі з ідентифікацією сленгових слів, що походять з американської культури, в той час як вони могли легко визначити ті, які пов'язані із соціальними медіа та інтернет-товариствами. Результати цього дослідження свідчать про те, що можна встановити взаємозв'язок між особливостями використанням словників студентами та їхнім словниковим запасом.

Водночас, зважаючи на недостатню кількість вибірки, результати дослідження не доцільно узагальнювати.

APPENDIX 1 A

Statistics

		sex	Year	age
N	Valid	0	33	33
	Missing	33	0	0

APPENDIX 1 B

Frequency Table

sex

	Frequency	Percent
Missing System	33	100,0

APPENDIX 2 A

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20,0	12	36,4	36,4	36,4
	21,0	17	51,5	51,5	87,9
	22,0	3	9,1	9,1	97,0
	23,0	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

APPENDIX 2 B

Age

Age
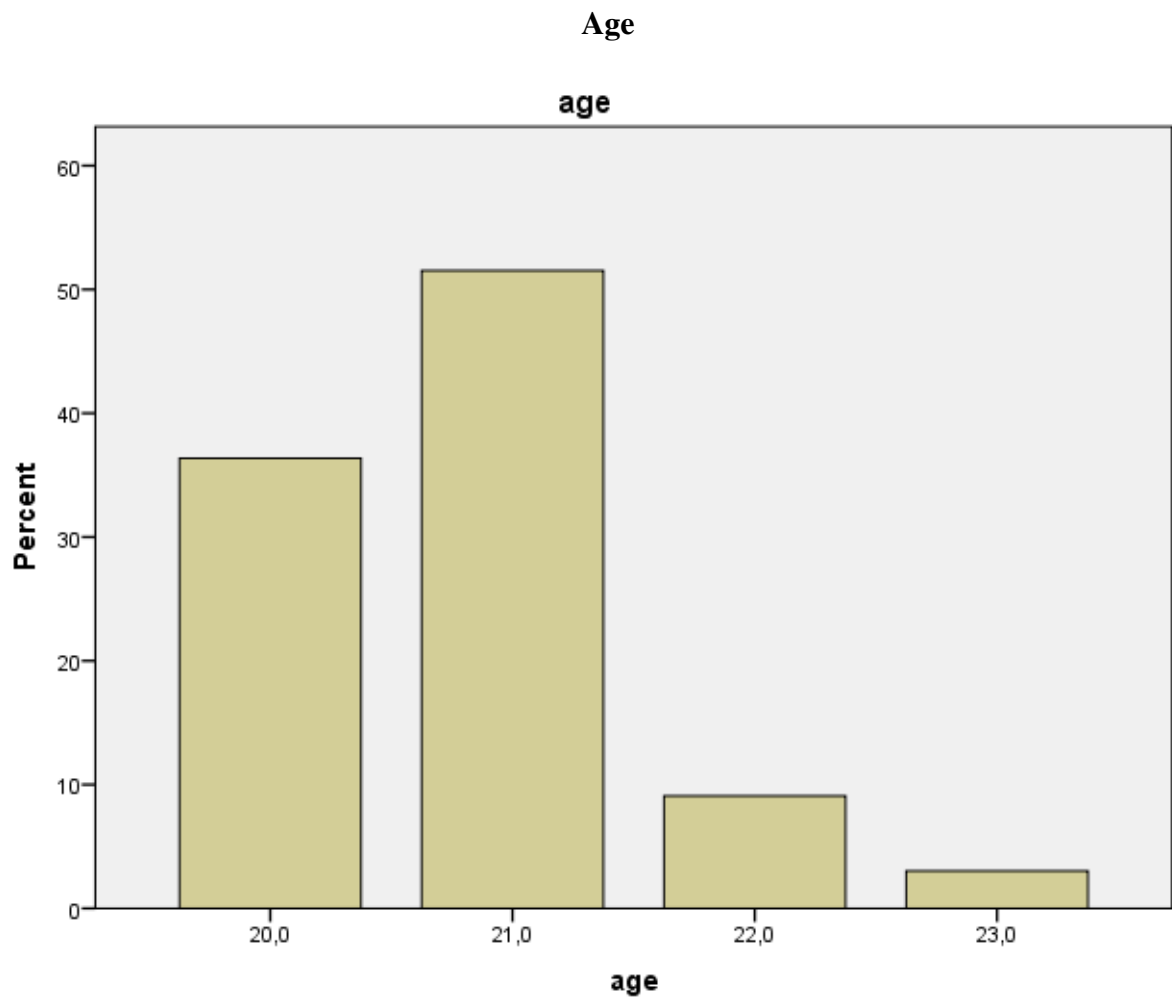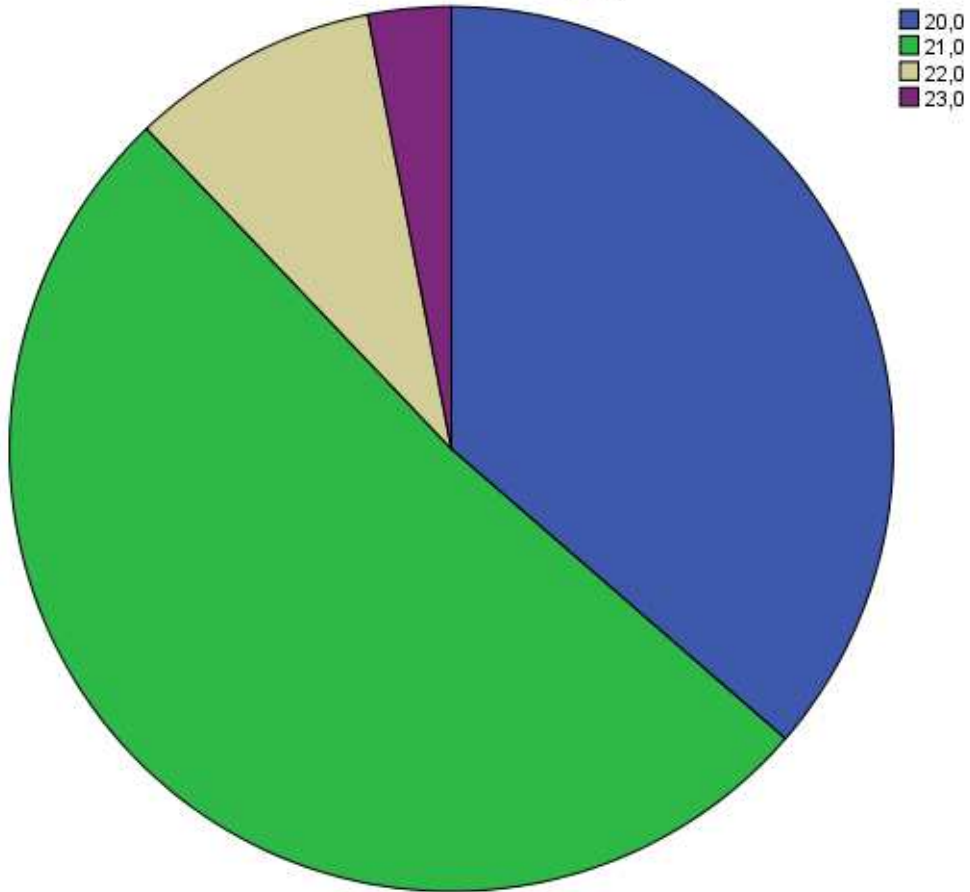
Year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA IV	24	72,7	72,7	72,7
	MA I	9	27,3	27,3	100,0
	Total	33	100,0	100,0	

Bar Chart
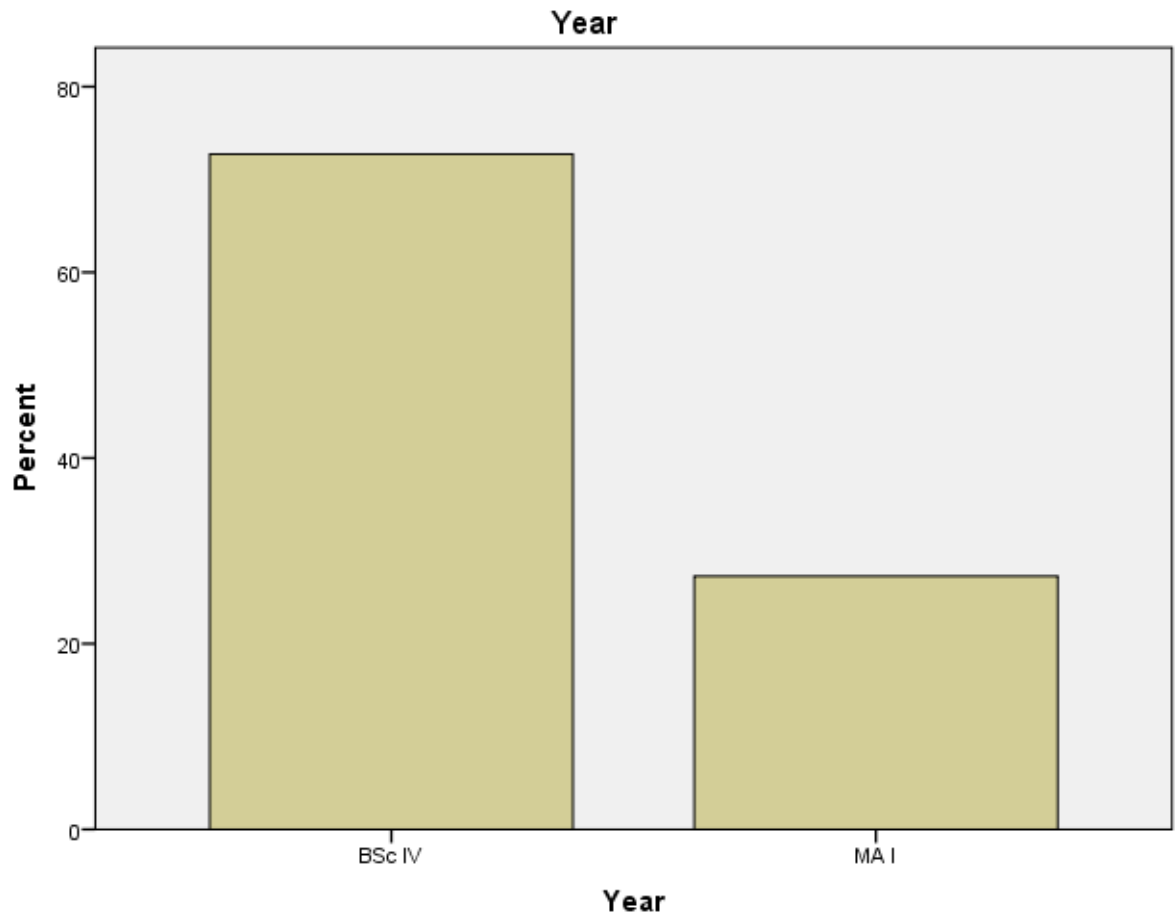
APPENDIX 3 C

Pie Chart

Year

BSc IV
MA I
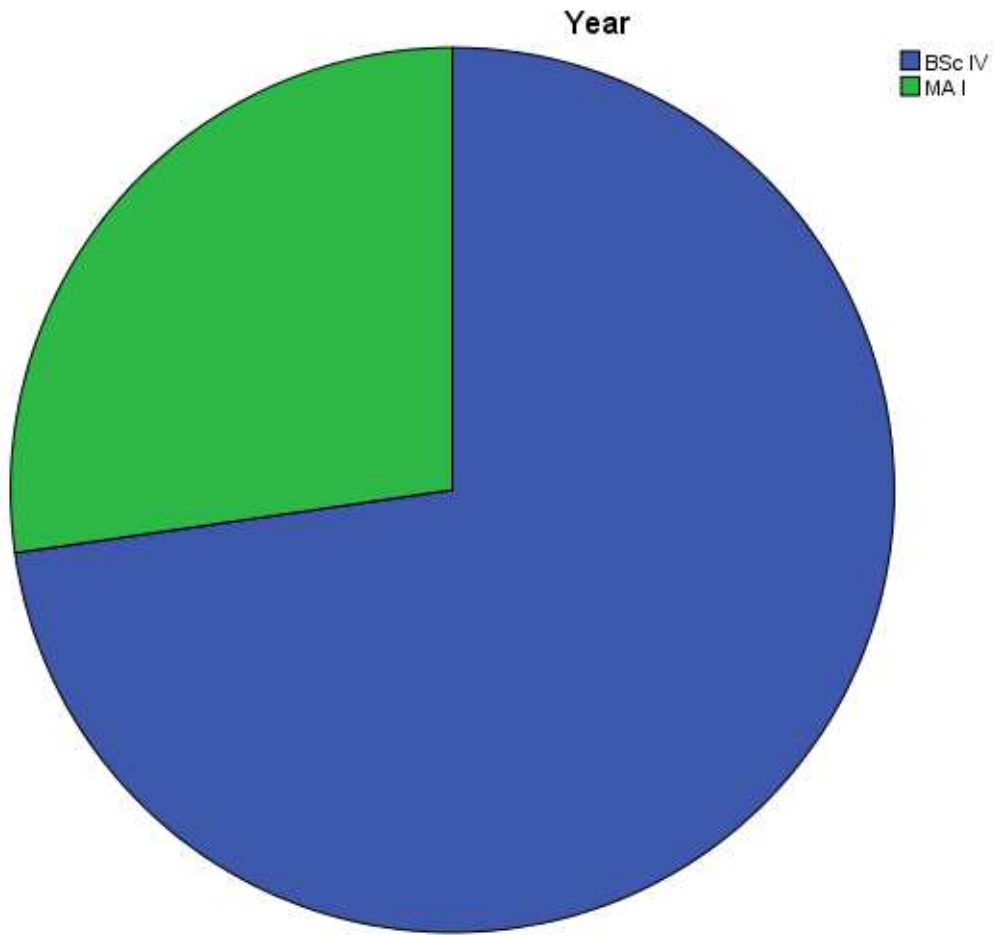
APPENDIX 4 A

Statistics

How often do you use online dictionaries?

N	Valid	33
	Missing	0
Median		4,00
Mode		4
Std. Deviation		,834
Variance		,695
Minimum		1
Maximum		4
Sum		116

Statistics

How often do you use online dictionaries?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	2	6,1	6,1	6,1
	once a month	1	3,0	3,0	9,1
	once a week	8	24,2	24,2	33,3
	on a daily basis	22	66,7	66,7	100,0
	Total	33	100,0	100,0	

APPENDIX 4 C

Pie chart

how often do you use online dictionaries?

- rarely
- once a month
- once a week
- on a daily basis
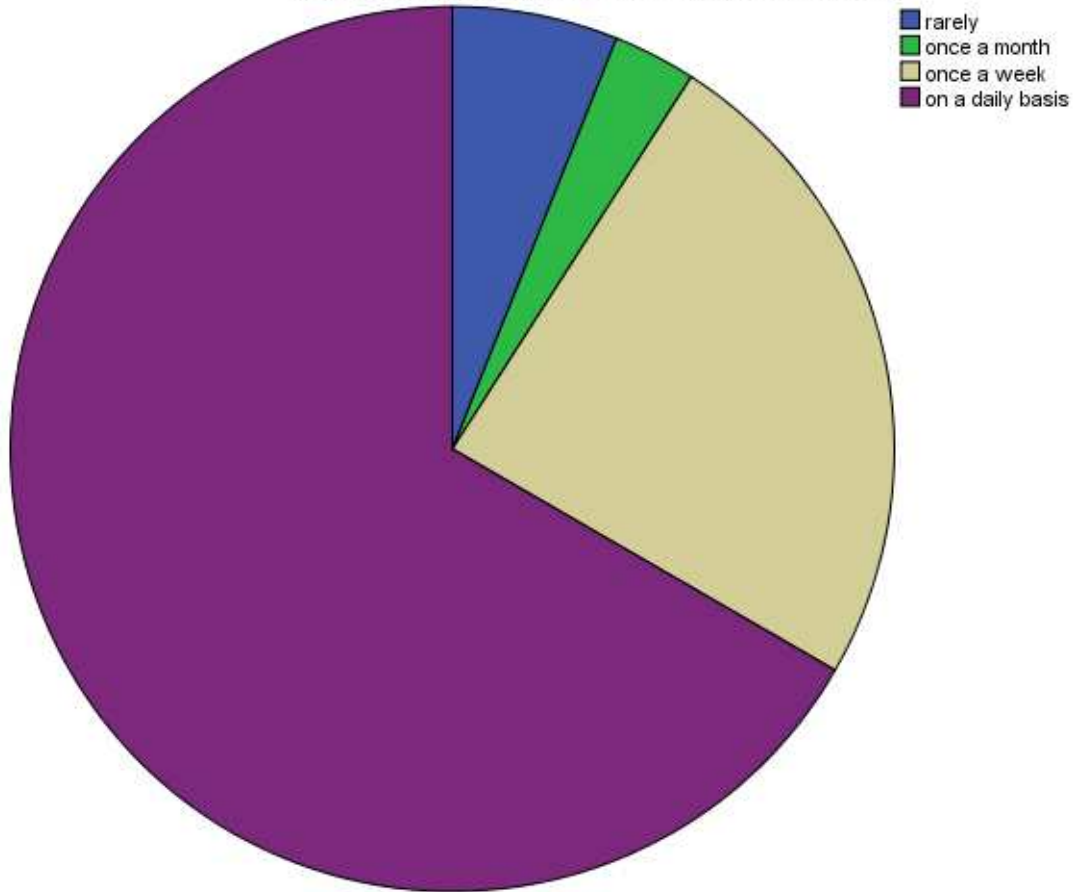
APPENDIX 4 D

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
score * how often do you use online dictionaries?	33	100,0%	0	0,0%	33	100,0%

Report

score

how often do you use online dictionaries?	Mean	N	Std. Deviation	Median
rarely	21,00	2	,000	21,00
once a month	22,00	1	.	22,00
once a week	19,88	8	2,357	20,50
on a daily basis	20,32	22	1,585	20,00
Total	20,30	33	1,741	21,00

APPENDIX 5 A

Statistics

Indicate how you would evaluate the usefulness of online dictionaries from 1 (useless) to 5 (very useful)

| N	Valid	33
	Missing	0
Median		4,00
Mode		5
Std. Deviation		,728
Variance		,530
Minimum		3
Maximum		5
Sum		142

Indicate how you would evaluate the usefulness of online dictionaries
from 1 (useless) to 5 (very useful)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	15,2	15,2	15,2
	4	13	39,4	39,4	54,5
	very useful	15	45,5	45,5	100,0
	Total	33	100,0	100,0	

Indicate how you would evaluate the usefulness of online dictionaries from 1 (useless) to 5 (very useful)
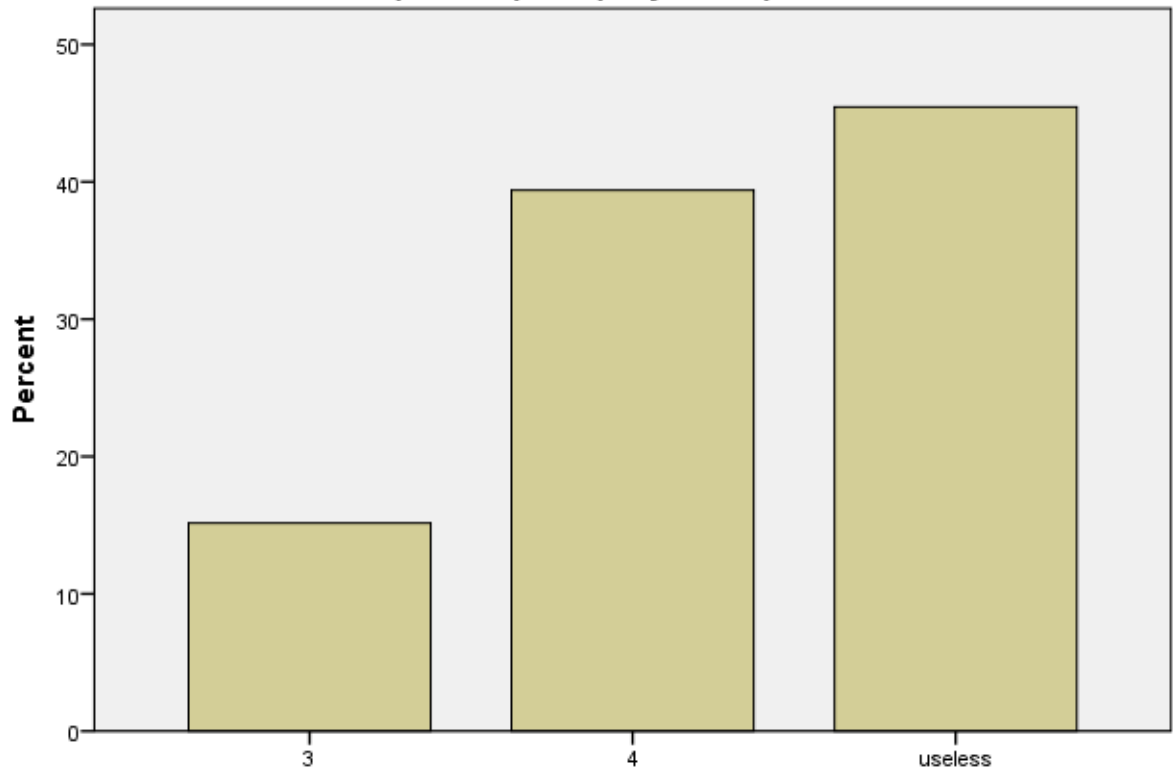
Indicate how you would evaluate the usefulness of online dictionaries from 1 (useless) to 5 (very useful)

Responses cannot be edited

The use of slang items among prospective English language teachers

I am carrying out this questionnaire in order to collect information about English major students' knowledge on slang items. The survey is anonymous and your participation is voluntary. Please answer the following questions honestly. Thank you for your time and cooperation!

*Required

Please indicate your sex. *

(●) Female

( ) Male

Indicate your age. *

21

Year: *

(●) BSc IV

( ) MA I

( ) MA II

The use of online dictionaries
Please provide your answer to the following questions regarding electronic dictionary use.

How often do you use online dictionaries? *

○ Very rarely

○ At least once a month

○ At least once a week

◉ On a daily basis

In what situations or where do you use electronic dictionaries? *

In the university

Indicate how you would evaluate the usefulness of online dictionaries from 1 (useless) to 5 (very useful). *

	1	2	3	4	5	
Useless	○	○	○	◉	○	Very useful

NYILATKOZAT

Alulírott, Kelemen Kamilla angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2021. május 28.   _____

                                                                              Kelemen Kamilla