Evaluating Online Dictionaries From Faculty Prospective: A Case Study Performed On English Faculty Members At King Saud University - Wadi Aldawaser Branch / By Dr. Hossam Eldin Mohamed Refaat Abouserie. Department of Library and Information Science, Faculty of Arts, Helwan University, Egypt, 2010.

Abstract

The purpose of this study was to evaluate online dictionaries from faculty prospective. The study tried to obtain in depth information about various forms of dictionaries the faculty used; degree of awareness and accessing online dictionaries; types of online dictionaries accessed; basic features of information provided; major benefits gained while accessing online dictionaries; and major obstacles faced while accessing online dictionaries. The study embraced the case study methodology, as it focused on one educational institution, College of Arts and Science, and one type of users, faculty member. The basic tools to collect data were the questionnaire and the personal interview. The questionnaire was distributed and the interview was made during the spring semester of 2010. Sample of the study included all English department faculty members at all ranks at The College of Arts and Science at King Saud University - Wadi Aldawaser branch.

The study found faculty members to be using various forms of dictionaries with various degrees, in that printed dictionaries were used most, followed by online dictionaries, electronic device dictionaries, and finally dictionaries on CDs. The majority of faculty members were aware and accessed online dictionaries, and very little percentage of faculty members focused basically on printed dictionaries. Defining dictionaries were the most accessed by faculty members, while crossword dictionaries were the least used. Rime dictionaries were not used at all by faculty members. Meaning was the most sought information in online dictionaries, while conceptual classification, multiple usage and application of words were the least sought information. Textual information was found to be the most obtained information in online dictionaries, while audio visual information was the least sought. Monolingual dictionaries were found to be more accessed than multilingual dictionaries. Mini-dictionaries were found to be more accessed by faculty members than encyclopedic dictionaries. Multi-field dictionaries were found to be more accessed by faculty members than single-field dictionaries.

Faculty members addressed major benefits in accessing online dictionaries. Their comments were submitted as follow: One can access any page easily, whenever

he/she needs at his/her disk; Saving time; The volume of information received in mush less time is incredible; Help to a great extent in teaching linguistics, literature and translation, Instant use of dictionary, Looking for meaning of words on the net offers the user to access a word from various dimensions; The ability to obtain information regarding words having confusing correlation,; There are multiple benefits of online dictionaries (anytime, anywhere, anything could be accessed)

The study found that basic shortages the faculty faced were ordered as follows from highest to lowest: Broken links, slow connections, ignoring old terms, required registration, required subscription fees, requires illustration, incomplete information, limited coverage, restricted to certain languages, false information, not up to date, unaware of their existence, and finally difficult to access.

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Faculty members specified their recommendations for improving online dictionaries. Comments required online dictionaries to be more effective in terms of access to the general learners, using more graphic and animation, selecting websites of the revised online dictionaries to be built up on the library bulletin board, Broader coverage, including old terms, adding illustration, improving net connection, Including terms related to different field of science, updating terms frequently, announcing about their existence, distinguishing between the American and British spelling of words.

Introduction

Dictionaries are one of the most important tools for learners, teachers and translators. It is a generally held belief that using dictionaries efficiently can provide valuable benefits.[1] They are used for multiple purposes, such as to check spelling, to learn new words, to find or check the meaning of a word encountered, or to find the right word to use.[2]

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1 Ramos, M. (2005) Research on Dictionary Use by Trainee Translator, by María del Mar Sánchez Ramos, Ph.D. Translation Journal, , Translation Hournal, Volume 9, No. 2, April 2005 Available at
<http://accurapid.com/journal/32dictuse.htm>
2 Why use a dictionary?, Available at< http://lookwayup.com/free/why_dictionary.htm>

Dictionaries provide the following information about a word.[3] How to spell the word and its special plural form; Whether or not the word is capitalized or abbreviated; How to break the word into syllables; How to pronounce the word; The part of speech of a word; Different meanings that the word has, as well as synonyms (same meaning) and antonyms (opposite meaning); A sentence or expression with the word used correctly; The meanings of important prefixes and suffixes; The special uses of the word; The history of the word; Other words derived from the main word; Special sections in some dictionaries tell you about: Foreign words and phrases; Abbreviations; Addresses of colleges or government offices; The population of cities and countries, etc. In monolingual dictionaries the words are explained and defined in the same language; in bilingual dictionaries they are translated into another language; in multi-lingual dictionaries word are translates into more than two languages. [4]

Modern dictionaries usually also provide phonetic transcriptions, hyphenation, synonyms, derived forms, and etymology.[5] However, a dictionary of a living language can never be complete; old words fall into disuse, new words are constantly created, and those surviving frequently change their meanings. The modern dictionary is often prescriptive rather than descriptive, for it attempts to establish certain forms as preferable.[6]

Modern dictionaries did not only provide information about terms and words, but also appeared in new formats, such as electronic devices, compact disks and online databases. The following parts provide information about definition, characteristics of online dictionaries and studies performed in the field.

Definition

Dictionary is derived from the word "diction" which means style. Users can take help from a dictionary in finding meanings of difficult words of any language.[7] The following part presents some of the definitions that have been given to dictionaries:

3 How to Use A Dictionary, The University of Alabama, Center for Teaching and Learning, Available at
< http://www.ctl.ua.edu/CTLStudyAids/StudySkillsFlyers/VocabularyDevelopment/how2useadictionary.htm>
4 Online dictionaries, Available at <http://encyclopedia2.thefreedictionary.com/Online+dictionaries>
5 Online dictionaries, Available at <http://encyclopedia2.thefreedictionary.com/Online+dictionaries>
6 Online dictionaries, Available at <http://encyclopedia2.thefreedictionary.com/Online+dictionaries>
7 Mirza, M. (2010) The Importance of Dictionary, Available at
<http://www.trcb.com/writing-and-speaking/writing-articles/the-importance-of-dictionary-2785.htm>

- Dictionary is a simple tool which helps us to pronounce, respell and the grammars we need to collaborate within in a communication.[8]

- A dictionary is a very useful to everybody especially to students, teachers, researchers and etc. Its importance is to give definition/meaning of a word in order to clarify and made a person understand the word he/she search.[9]

- A published list, in alphabetical order, of the words of a language. [10]

- A dictionary or wordbook is a collection of words in one or more specific languages, often listed alphabetically, with usage information, definitions, etymologies, phonetics, pronunciations, and other information.[11]

-A book of words in one language with their equivalents in another.[12]

Characteristics of online dictionaries

Online English dictionaries are reliable internet tools that can help educators and teacher dealing effectively with foreign languages.[13] Online dictionaries have many advantages over printed dictionaries. This part presents basic characteristics of online dictionaries.

1- Frequently updated: Online English dictionaries are auto-updated that add new words and terms once they appear. On the contrary of printed dictionaries that stop at a certain point of time and require to be published in a new edition to include new terms.[14] Therefore, instead of having to buy a new dictionary each year to keep up with changes in language, users can simply access an online version and get the most up to date information available.[15]

2- Translation feature: One of the best qualities of such dictionaries is the translation feature, e.g. an online dictionary can translate an English word into Arabic or Italian and vice versa.[16]

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8 Mirza, M. (2010) The Importance of Dictionary, Available at
<http://www.trcb.com/writing-and-speaking/writing-articles/the-importance-of-dictionary-2785.htm>
9 Importance of Dictionary, Available at <Answer.com> wikianswers
10 Online dictionaries, Available at <http://encyclopedia2.thefreedictionary.com/Online+dictionaries>
11 Dictionary, (2002) Webster's New World College Dictionary, Fourth Edition, 2002
[12] Dictionary, (2002) Webster's New World College Dictionary, Fourth Edition, 2002
[13] Cornell, C. Advantages and Disadvantages of an Online English Dictionary By Chris Cornell,
Available at <http://ezinearticles.com/?Advantages-and-Disadvantages-of-an-Online-English-
Dictionary&id=3264621>
[14] Cornell, C. Advantages and Disadvantages of an Online English Dictionary By Chris Cornell,
Available at <http://ezinearticles.com/?Advantages-and-Disadvantages-of-an-Online-English-
Dictionary&id=3264621>
[15] Lynch, N. Online Dictionary: Your Source For Greater Knowledge, Available at
http://ezinearticles.com/?Online-Dictionary:--Your-Source-For-Greater-Knowledge&id=213953
[16] Cornell, C. Advantages and Disadvantages of an Online English Dictionary By Chris Cornell,
Available at <http://ezinearticles.com/?Advantages-and-Disadvantages-of-an-Online-English-
Dictionary&id=3264621>

3- Thesaurus function: Most online dictionaries also have a thesaurus function which is very useful for people who are writing and need to find another word to replace one that was used too many times in a paper.[17]

4- Convenience: Users can look up words in a convenient manner without having to have a heavy bound book lying around.[18] Users are only required to input the word in the search box and the website search engine will do the rest of the work. Searching with a certain part of the word can also help finding the required information.[19]

5- Dependability of the source: Not all online dictionaries on the Internet are equally accredited and belong to distinguished authorities. Therefore, everyone have to be cautious when using online dictionaries due to the uncertainty associated with the source. Therefore, an online dictionary is a great tool of information, especially if we know how to distinguish a good online dictionary from a bad one.[20]

Types of dictionaries [21]

Dictionaries can be classified according to various categories and on different types, such as language, format, type, information provided, information format, size of information, field covered. The following part presents more information about each type.

1- Language

According to this category, three types can be identified: Monolingual dictionaries that use the same language for the words and their definitions;[22] bilingual dictionaries that give words in two languages. Each language is grouped alphabetically in separate halves of the book, with translations into the other language and[23] multilingual dictionaries that cover more than two languages.

2- Format

Dictionaries can be classified according to format into the following: Online dictionaries that are electronically available on the Internet; Electronic device

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[17] Lynch, N. Online Dictionary: Your Source For Greater Knowledge, Available at
http://ezinearticles.com/?Online-Dictionary:--Your-Source-For-Greater-Knowledge&id=213953
[18] Nathan T. Lynch Online Dictionary: Your Source For Greater Knowledge, Available at
http://ezinearticles.com/?Online-Dictionary:--Your-Source-For-Greater-Knowledge&id=213953
[19] Cornell, C. Advantages and Disadvantages of an Online English Dictionary By Chris Cornell,
Available at <http://ezinearticles.com/?Advantages-and-Disadvantages-of-an-Online-English-
Dictionary&id=3264621>
[20] Cornell, C. Advantages and Disadvantages of an Online English Dictionary By Chris Cornell,
Available at <http://ezinearticles.com/?Advantages-and-Disadvantages-of-an-Online-English-
Dictionary&id=3264621>
[21] Dictionary Types, UsingEnglish.com, Available at <http://www.usingenglish.com/glossary/dictionary-
types.html>
[22] Monolingual dictionary, Available at <http://www.usingenglish.com/glossary/monolingual-dictionary.html>
[23] Bilingual dictionary <http://www.usingenglish.com/glossary/bilingual-dictionary.html>

dictionaries that are stored in a mini device computer; Dictionaries on CDs that are stored in a digital form on compact disk; Printed dictionaries that are published on single or multi-volume book.

3- Type

Dictionaries can also be classified according to type of information provided, in that dictionaries can classified as defining dictionaries; conceptual dictionaries**;** biographical dictionaries; phonetic dictionaries; etymological dictionaries[24]; crossword dictionaries[25]; rhyming dictionaries[.26]; thesaurus[27]; and glossary.[28]

4- Information provided

The information obtain from online dictionaries includes spellings; meaning; grammar using words; pronunciation; illustrations

5- Information retrieved

The information retrieved through online dictionaries can be in various formats such as; text, visual, audio, audio / visual.

6- Size of information

Online dictionaries can also be classified according to size as mini-dictionaries that provide summarized information about the topic; or encyclopedic dictionaries that offer information in details.

7- Field covered

The field covered in online dictionaries can be of two types; single-field dictionaries that focus on one topic only; and multi-field dictionaries that provide information about various fields of knowledge.

Literature Review

Although numerous articles and studies discussed dictionaries, studies of evaluating online dictionaries are a generally unexplored area. In a search of the literature, studies were identified as follow.

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[24] An etymological dictionary traces a word's development over time, giving historical examples to show changes.http://www.usingenglish.com/glossary/etymological-dictionary.html

[25] A crossword dictionary has words grouped together by the number of letters in the word to help people find words of a certain length to complete their crossword puzzles.http://www.usingenglish.com/glossary/crossword-dictionary.html

26 A Rhyming Dictionary is one where words are grouped together by their end sounds. When two words end with the same sound, they rhyme, used more frequently in poetry than prose as an effect, Available at <http://www.usingenglish.com/glossary/rhyming-dictionary.html>

27 Thesaurus is a book that organizes words by categories and concepts, so synonyms and near-synonyms will be grouped together, Available at<http://www.usingenglish.com/glossary/thesaurus.html>

28 A glossary is a list of words or phrases used in a particular field with their definitions. Glossaries are often found at the back of a specialist or academic book as an appendix to the text, Available at <http://www.usingenglish.com/glossary/glossary.html>

1- Using an on-line dictionary to find rhyming words and pronunciations for unknown words, Roy J. Byrd , Martin S. Chodorow (Annual Meeting of the ACL archive, Proceedings of the 23rd annual meeting on Association for Computational Linguistics), CiteseerX Scientific Literature, Digital Library and Search Engine,1985.

This paper discussed relationships among word pronunciations. It described a computer system which models human judgment of rhyme by assigning specific roles to the location of primary stress, the similarity of phonetic segments, and other factors. By using the model as an experimental tool, it was expected to improve understanding of rhyme. A related computer model would attempt to generate pronunciations for unknown words by analogy with those for known words. The analogical processes involved techniques for segmenting and matching word spellings, and for mapping spelling to sound in known words. As in the case of rhyme, the computer model would be an important tool for improving understanding of these processes. Both models served as the basis for functions in the automated dictionary system.

2- The use of hyper-reference and conventional dictionaries, Ronald Aust, Mary Jane Kelley and Warren Roby. Educational, Technology Research and Development, Volume 41, Number 4, 1993

In this study eighty undergraduate foreign language learners participated in a comparison of hyper-reference and paper dictionary use on the measures of consultation frequency, study time, efficiency, and comprehension. Hyper-reference users consulted over two times as many definitions as conventional dictionary users. Analyses of efficiency consults per minute found a higher consultation rate for hyper-reference users than for conventional dictionary users. The study also compared bilingual (Spanish/English) and monolingual (Spanish/simplified Spanish) dictionary use. Bilingual dictionary users consulted 25% more definitions than did monolingual dictionary users. Bilingual dictionary users completed reading in 20% less time than monolingual dictionary users. Efficiency was also higher during bilingual dictionary use than during monolingual dictionary use.

3- An empirical study of dictionary use in version, by Mackintosh, Kristen, M.A., University of Ottawa (Canada), 1995, 264 pages.

This thesis reported an empirical study of dictionary use in translation from a foreign into a native language version. The purpose of the study was to gather information on how student translators used dictionaries in version, particularly when

translating specialized texts, and to see what effects certain aspects of dictionaries had on them. The study consisted of two tests conducted on translation students Francophone and Anglophone at the University of Ottawa. The first test was designed to gather general information about students' use of dictionaries in version. The main issues explored in this test were the following: (1) Integration of dictionary use into the version task; (2) Most common reasons for consulting dictionaries; (3) Types of dictionaries most frequently consulted; (4) Elements of entries most frequently used; (5) Most common and most satisfactory dictionary-use strategies; (6) Major causes of dissatisfaction; (7) Choice of definitional metalanguage. The second test was designed to further explore some of the findings of test 1 on the issue of definitional metalanguage. Specifically, it was conceived to measure the ability of translation students to cope with L1 and L2 definitional metalanguage.

4- Reading English as a foreign language with an electronic dictionary: An exploratory study of the processes of L2 classroom reading by L1 Hebrew speaking college students in Israel, by Holzman, Susan C., Ph.D., Indiana University of Pennsylvania, 2000 , 350 pages.

The aim of this study was to better understand the phenomenon of electronic dictionary use in college reading. Data were collected using two main methodologies, a questionnaire and video filming. The questionnaire survey was carried out in order to define the language situation within the discourse community of the college. This survey of dictionary ownership, preference and use showed that electronic dictionaries were owned (72%), used regularly (65%) and preferred (54%) by the students in this discourse community. Furthermore, these students (82.6%) believed that they read better or much better using a dictionary. Video filming was used to record the electronic dictionary use of six L1 Hebrew speaking EAP college students reading an authentic academic text and answering comprehension questions. Electronic dictionary were found to be an integral and vital part of the reading process for these students. Electronic dictionary use aided in solving problems of lexical uncertainty. On the other hand, ED use was also the source of user difficulty. These difficulties arose from the users' lack of the metalinguistic knowledge necessary to exploit the electronic dictionary to best advantage or from deficiencies of the electronic dictionaries themselves.

5- On How Electronic Dictionaries are Really Used, Gilles-Maurice de Schryver, David Joffe, 2004, Department of African Languages and Cultures, Ghent University, Belgium

This study focused on how electronic dictionaries were used. An intricate and multifaceted integrated log file tracked every single action of every single user – date and time stamping each lookup, ordering founds and not-founds, monitoring long-term vocabulary retention, etc. with a multitude of summaries being presented to the lexicographers. The ultimate goal was that with such data the parameters of various user profiles could be pinpointed, with which self-tailoring electronic dictionaries could be built.

6- Combining the Benefits of Electronic and Online Dictionaries with CALL Web sites to Produce Effective and Enjoyable Vocabulary and Language, Learning Lessons, John Paul Loucky Seinan Women's University, Japan, Computer Assisted Language Learning, Vol. 18, No. 5, December 2005, pp. 389 – 416, Language Learning & Technology.

The purpose of this study was to analyze and compare the types of dictionaries being used by Japanese college students in three college engineering classes. Two kinds of surveys were designed. The first was a general survey about purchase, use and preferences regarding electronic dictionaries. The second survey asked questions about how various computerized functions were used at each major phase of lexical processing to help learners maximize these eight essential steps of vocabulary learning. The first survey described Japanese college students' preferences and reasons for purchasing electronic dictionaries. The second shows self-reported use of portable electronic dictionaries, and how their respective functions were seen to aid different phases of vocabulary learning. Students compared their use to that of print dictionaries. Appended tables highlight how other learners and teachers might use its extensive encyclopedia of pre-organized online dictionaries and language learning links to produce more effective and enjoyable reading and vocabulary learning lessons. These included the use of word-surfing, online reading labs, vocabulary profilers, etc.

7- Research on Dictionary Use by Trainee Translators, by María del Mar Sánchez Ramos, Ph.D. Translation Journal, V.9, No2, 2005

This study discussed the results of an empirical research project, conducted with translation students at University Jaume I Castellon, Spain, in order to establish

how they use different types of dictionaries. Comments were provided on the types of dictionary used, the frequency of use, the main reasons for consultation, etc. The conclusion was that students did not take advantage of the different dictionaries available. In addition, the results suggested that they were not familiar with electronic dictionaries—CD-ROM dictionaries and online dictionaries.

8- Manipulating L2 learners' online dictionary use and its effect on L2 word retention, Elke Peters, Katholieke Universiteit Leuven, Language Learning & Technology, 2007, Volume 11, Number 2, pp. 36-58.

This study explored the effect of two enhancement techniques on L2 learners' look-up behavior during a reading task and word retention afterwards amongst Flemish learners of German: a Vocabulary Test Announcement and Task-induced Word Relevance. Eighty four participants were recruited for this study. They were randomly assigned to one of two groups: 1) not forewarned of an upcoming vocabulary test (incidental condition) or 2) forewarned of a vocabulary test (intentional condition). Findings showed a significant effect of Test Announcement and Word Relevance on whether a target word is looked up. In addition, Word Relevance also affects the frequency of clicks on target words. Word retention was only influenced by Task-induced Word Relevance. The effect of Word Relevance is durable.

9- Electronic dictionary use in novice L2 learner interaction, by Barrow, Jack, Ed.D, Temple University, 2008, 250 pages.

This study focused on the multimodal word look-up practices of Japanese foreign language learners of English at the novice level using electronic dictionaries in pair conversations. The analysis examined reoccurring interactional and collaborative repair practices of the learners' look-ups, and explicates from the sequential turn-taking procedures, the underlying social organization of the e-dictionary look-up sequence. The results indicated that EFL novice learners display sophisticated competencies when using e-dictionaries for communication. While collaboratively completing look-up sequences, they display multimodal competencies by noticing trouble with words, initiating look-ups, making candidate proposals of word translations, correcting themselves, mutually acknowledging their understanding, and maintaining intersubjectivity and sequential relevance. A lack of knowledge is displayed publically in before-look-up actions, encouraging collaboration in the look-up. Multiple proposals and acknowledgement sequences,

often displayed in embodied expansions, provide multimodal indications of a possible change in cognitive state and possible gain in knowledge.

Methodology

The study embraced the case study methodology, as it focused on one educational institution, College of Arts and Science, and one type of users, faculty member. The questionnaire and the personal interview were the basic tools to collect data. The questionnaire was distributed manually and the interview was made during the spring semester of 2010. 17 out of 18 English department faculty members at college of Arts and Science at King Saud University - Wadi Aldawaser branch chose to participate in this study (94.4% response rate).

The questionnaire was distributed and analyzed during the spring semester of 2010. The study focused basically on English faculty members at all ranks and online dictionary available on the Web. The study tried to obtain in depth information about various forms of dictionaries the faculty used; degree of awareness and usage of online dictionaries; types of online dictionaries accessed; basic features of information obtained in online dictionaries; degree of satisfaction with online dictionaries and basic obstacles faced while accessing online dictionaries.

<p align="center">**Analysis**</p>

1- Basic information

The study found the majority of faculty members participating in the study were Indians, 55.5% followed by Arabic native speakers from various areas like Egypt, Jordan, Yemen and Saudi Arabia. Therefore, the ratio of native Arabic speaker to non Arabic speaker was almost equaled. See table (1) and form (1) for details.

Table (1) Nationality distribution of faculty members in English Department at College of Arts and Sciences

Nationality	Frequency	Percentage
Egypt	2	11.1%
India	10	55.5%
Jordan	2	11.1%
Saudi Arabia	1	5.5%
Yemen	3	16.6%
Total	18	100 %

Form (1) Nationality distribution of faculty members in English Department at

College of Arts and Sciences

Nationality distribution

☐ Egypt
■ India
☐ Jordan
☐ Saudi Arabia
■ Yemen
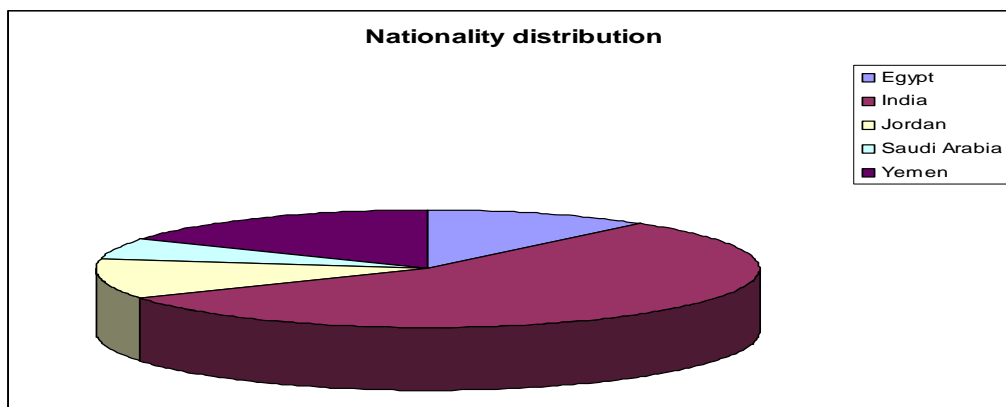
1/1- Rank

The study found the majority of faculty members hired in the English Department were Lecturer 50%, followed by Assistant Professors 44.4% and finally Associate professors at the end 5.5%. See table (2) and form (2) for details.

Table (2) Distribution of faculty rank at English department

Rank	Number	Percentage
Instructor	0	0%
Lecturer	9	50%
Assistant professor	8	44.4%
Associate professor	1	5.5%
Professor	0	0 %
Total	18	100 %

Form (2) Distribution of faculty rank at English department
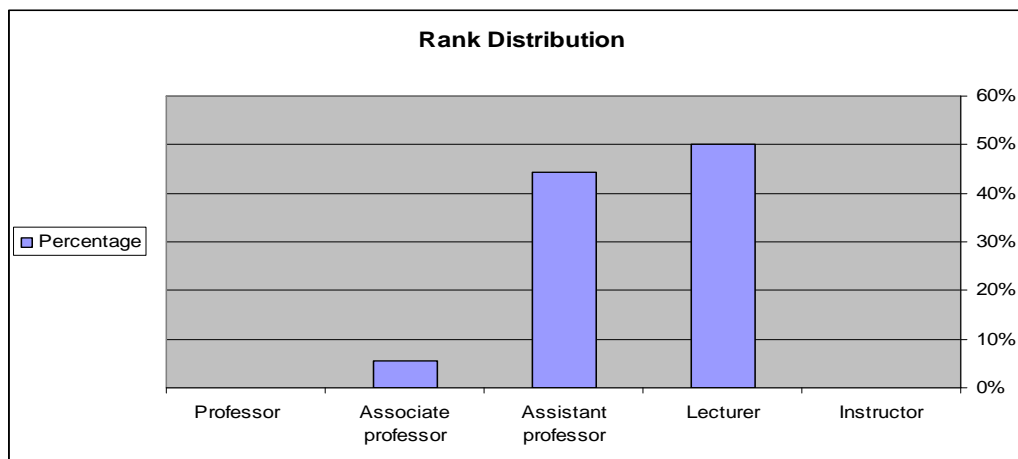
**Rank Distribution**

☐ Percentage

1/2- Area of specializations

The study found the majority of faculty members hired in the English department were specialized in Linguistics 52.94 %, followed by Literature 35.29% and the least specialized areas were Poetry and Novel 5.88% for each. See table (3) and form (3) for details.

Table (3) Area of specializations distribution

Areas of specializations	Number	Percentage
Literature	6	35.29%
Poetry	1	5.88%
Novel	1	5.88%
Linguistics	9	52.94%
Total	17	100%

Form (3) Area of specializations distribution
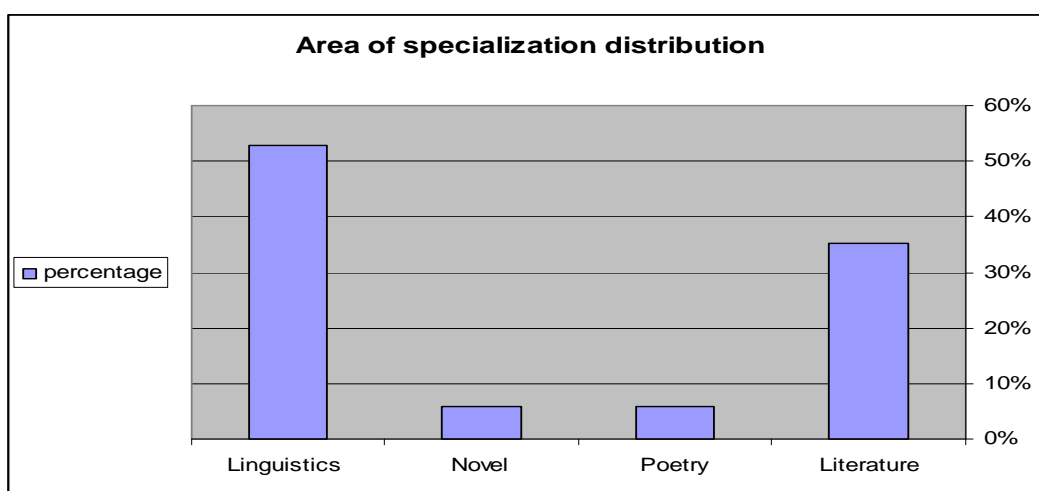
2- Experience in field (in years)

The study found the majority of faculty members were having an average experience of 6-10 years, 35.29%, followed by faculty members that were having an average experience of 21-25 years, 29.41 %. The rest of faculty members, 11.76%, were having equal average experience of 1-5 years, 11-15 years and 26-30 years. See table (4) and form (40 for details.

Table (4) Distribution of faculty members' experience.

Experience	1—5	6—10	11--15	16--20	21—25	26-30	Total
Frequency	2	6	2	5	0	2	17
Percentage	11.76%	35.29%	11.76%	29.41%	0%	11.76%	100%

Form (4) Distribution of Faculty members' experience
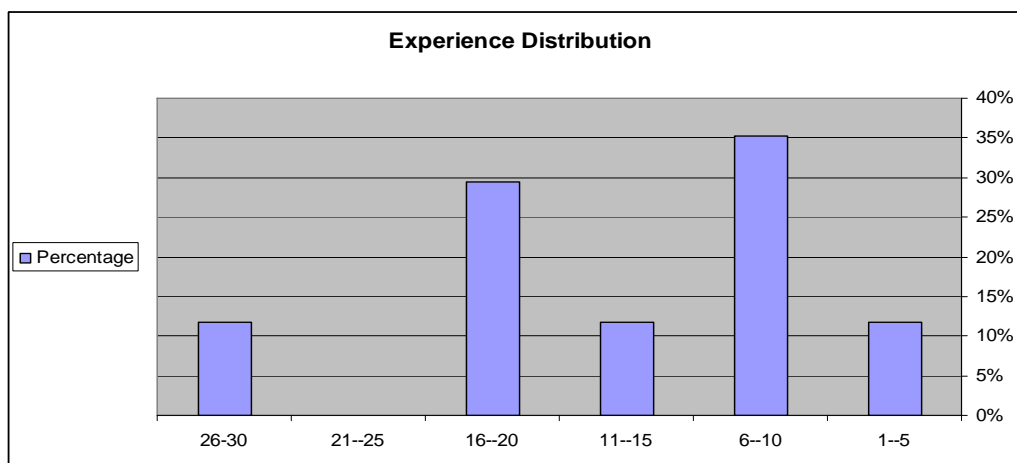
Experience Distribution

3- Forms of Dictionary

The study found the majority of faculty members used printed dictionaries, 39.28%, followed by online dictionaries, 30.76%, followed by electronic device dictionaries, 16.86%, and finally the rest of faculty members used dictionaries on CDs, 11.59%. See table (5) and form (5) for details.

Table (5) Distribution of Forms of dictionaries

Forms of Dictionaries	Percentage
Online Dictionaries	30.76%
Electronic Device Dictionaries	16.86%
Dictionaries on CDs	11.59%
Printed Dictionaries	39.28%
Other…………………	0.29%
Total	100 %

Form (5) Distribution of Forms of dictionaries
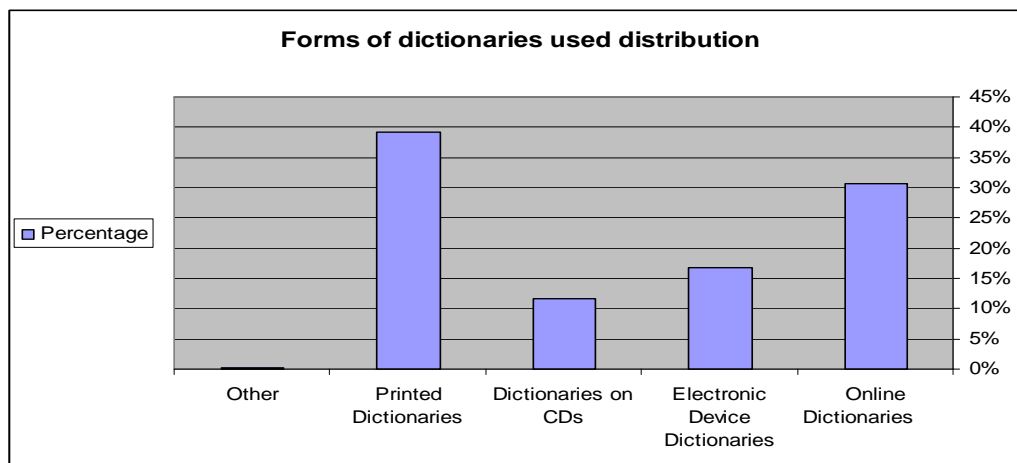
Forms of dictionaries used distribution

4- Awareness and usage of online dictionaries

The study found the majority of faculty members were aware and used to access online dictionaries, 94.11%; and very little percentage of faculty members were unaware and focused basically on printed dictionaries, 5.88%. See table (6) and form (6) for details.

Table (6) Distribution of faculty members aware and use online dictionaries

Awareness of online dictionaries	Aware	Unaware	Total
Access	16	1	17
Percentage	94.11%	5.88%	100 %

Form (6) Awareness and usage of online dictionaries
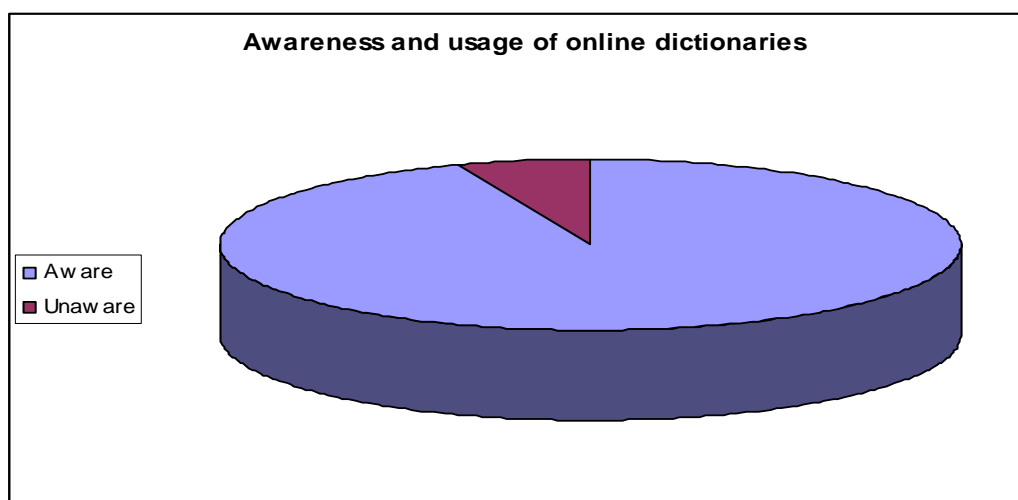
5- Example of online Dictionaries used

The study found that faculty members accessed various online dictionaries with various degrees, as follows:

Webster (accessed by five faculties); Oxford Online Dictionary (accessed by five faculties); The Free Online Dictionary (accessed by four faculties); AcronymFind.com (accessed by one faculty); Answers.com (accessed by one faculty); Tarjem.com (accessed by one faculty); Googletranslate.com (accessed by two faculties); Webword.com (accessed by two faculties); Dictionary of Abbreviations and acronym (accessed by one faculty); Roget's Thesaurus (accessed by one faculty); American Heritage (accessed by one faculty); Cambridge online Dictionary (accessed by two faculties); Babylon Dictionary (accessed by one

faculty); Encarta (accessed by one faculty); Britannica Encyclopedia (accessed by one faculty); Wikipedia (accessed by one faculty)

Based on previous information, it could be concluded that Webster, Oxford online and the Free Online Dictionary were accessed more by faculty members. The reason behind this might relate to the credibility and accuracy of the information offered through these sources.

6- Classification of online dictionaries

The study found that defining dictionaries were the most accessed by faculty members; followed by phonetic dictionaries in the second place; both the etymological dictionaries and thesaurus glossary dictionaries come in the third place; conceptual dictionaries come in the forth place; biographical dictionaries come in the fifth place; rhyming dictionaries come in the sixth place; crossword dictionaries were the least used; and finally rime dictionaries were not used by faculty members. See table (7) and form (7) for details.

Table (7) Distribution of online dictionaries accessed by faculty according to various types

Classification of online dictionaries accessed	**Frequency**	**Percentage**
Defining dictionaries	12	24%
Phonetic dictionaries	10	20%
Etymological dictionaries	9	18%
Thesaurus Glossary dictionaries	9	18%
Conceptual dictionaries	4	8%
Biographical dictionaries	3	6%
Rhyming dictionaries	2	4%
Crossword dictionaries	1	2%
Rime dictionaries	0	0
Total	50	100%

Form (7) Distribution of online dictionaries accessed by faculty according to various types
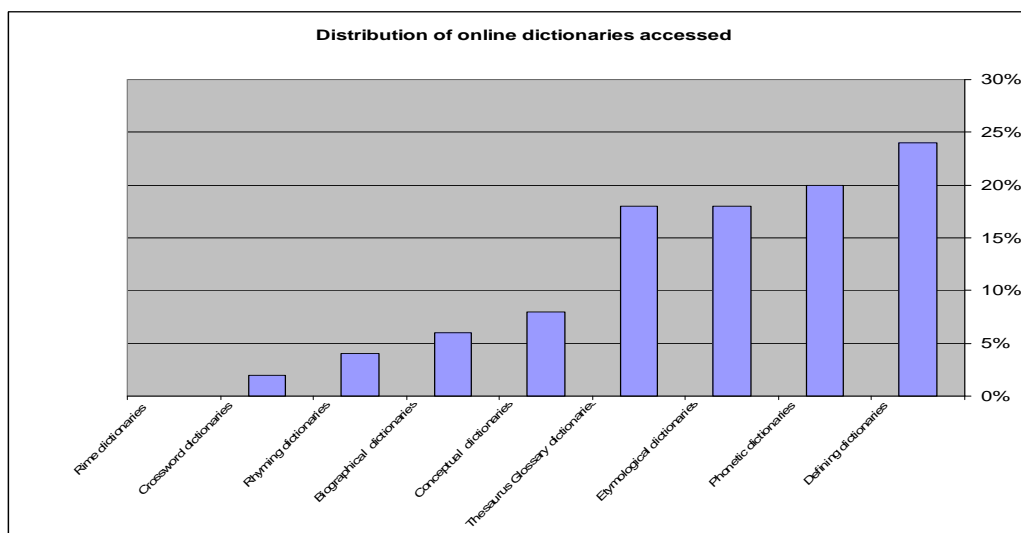
7- Information provided

The study found that meaning was the most obtained information by online dictionaries, 20.83%, followed by pronunciation in the second place, 19.44%; followed by spellings in the third place, 18.05%; followed by using words in the forth place, 15.27%; followed by illustration in the fifth place, 12.5%; followed by grammar in the sixth place, 11.11%; and finally both conceptual classification, multiple usage and application of words were in the last place, 1.38% for each. See table (8) and form (8) for details.

Table (8) Distribution of online dictionaries accessed by faculty according to information provided

Information Provided	Percentage
Meaning	20.83%
Pronunciation	19.44%
Spellings	18.05%
Using Words	15.27%
Illustrations	12.5%
Grammar	11.11%
Conceptual classification	1.38%
Multiple usage and Application of words	1.38%
Total	100%

Form (8) Distribution of online dictionaries accessed by faculty according to information provided

Information provided
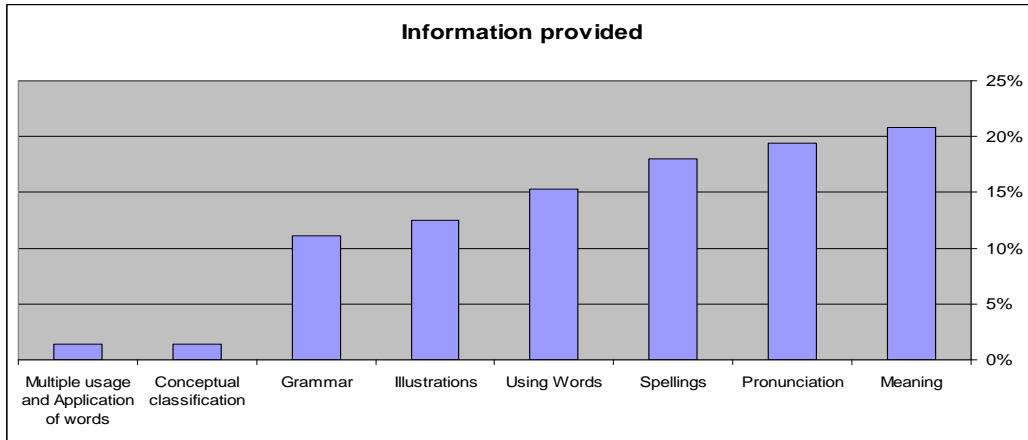
8- Information format

The study found information in textual format to be the most obtained by online dictionaries, 40.5%, followed by information in audio format in the second place, 24.32%; followed by information in visual format in the third place, 21.62%; followed by information in audio visual format in the last place, 13.51%. See table (9) and form (9) for details.

Table (9) Distribution of information format obtained through online dictionaries

Information Format	Frequency	Percentage
Text	15	40.5%
Visual	8	21.62%
Audio	9	24.32%
Audio / Visual	5	13.51%
Total	37	100%

Form (9) Distribution of online dictionaries accessed by faculty according to information format
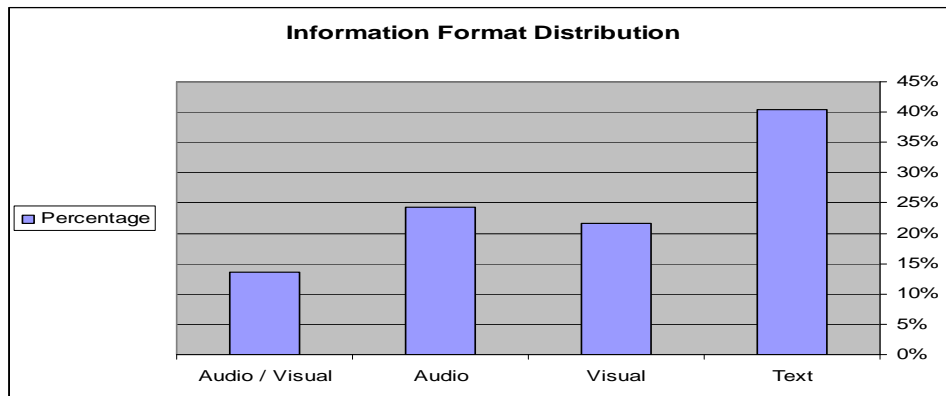
Information Format Distribution

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9- Language/s Covered

The study found monolingual dictionaries to be most used and accessed by faculty members, 52.38%; followed by bilingual dictionaries in the second place, 38.09%; and finally multilingual dictionaries in the third place, 9.52%. See table (10) and form (10) for details.

Table (10) Distribution of online dictionaries accessed by faculty members according to language covered

Language/s Covered	Percentage
Monolingual	52.38%
Bilingual	38.09%
Multilingual	9.52%
Total	100%

Form (10) Distribution of online dictionaries accessed by faculty according to language covered
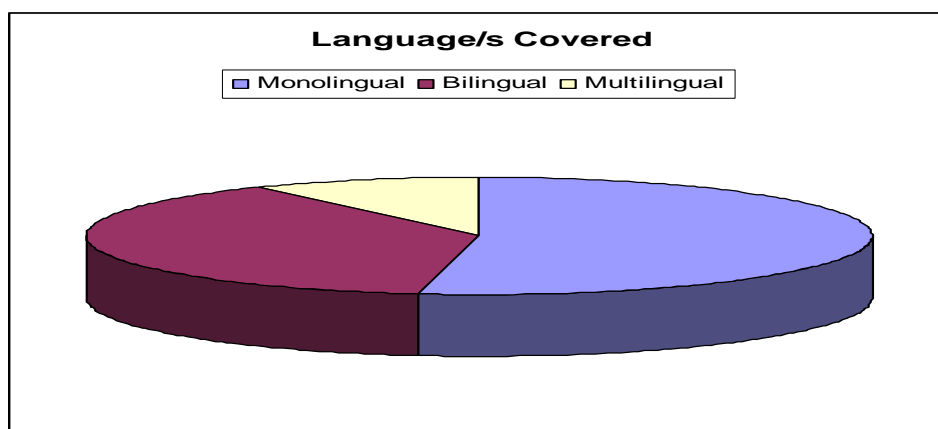
10- Size of information

The study found mini-dictionaries to be most used and accessed by faculty members, 52.63%; followed by encyclopedic dictionaries in the second place, 47.36.09%. See table (11) and form (11) for details.

Table (11) Distribution of online dictionaries accessed by faculty according to size of information

Size of Information	Percentage
Mini-Dictionaries	52.63%
Encyclopedic Dictionaries	47.36%
Total	100%

Form (11) Distribution of online dictionaries accessed by faculty according to size of information
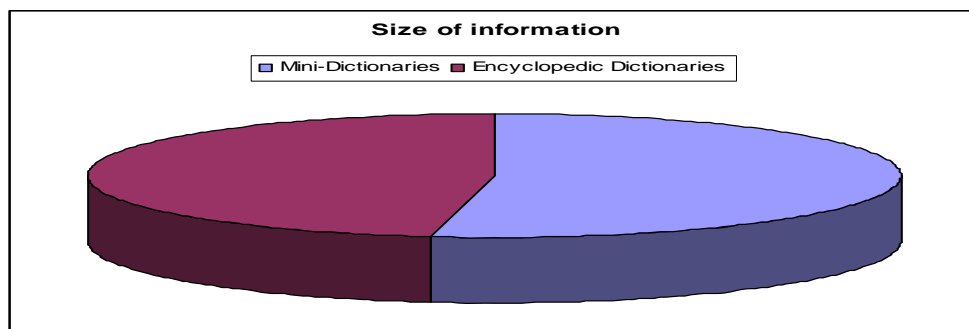
11- Field covered

The study found multi-field dictionaries (general) to be most used and accessed by faculty members, 83.3%; followed by single-field dictionaries, 16.7%. See table (12) and form (12) for details.

Table (12) Distribution of online dictionaries accessed by faculty according to field covered

Field Covered	Frequency	Percentage
Single-field (specialized)	3	16.7%
Multi-field (general)	15	83.3%
Total	18	100%

Form (12) Distribution of online dictionaries accessed by faculty according to field covered
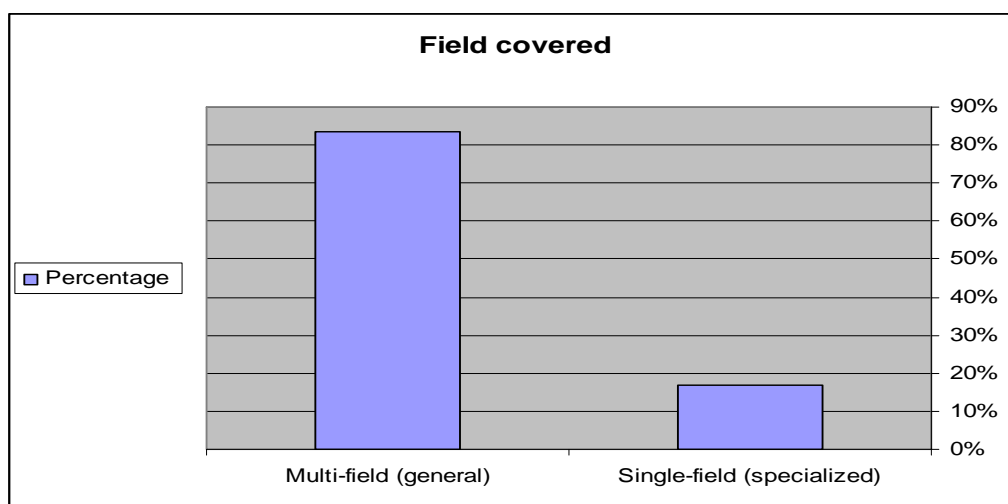
12 – Evaluation of online dictionaries

When faculty members were asked to evaluated the online dictionaries according to various criteria, faculty members were pleased with online dictionaries. See table (13) and form (13) for details.

Table (13) Evaluation of online dictionaries

Online Dictionaries	Frequency
Accessibility	59
Ease Of Use	58
Accuracy and Creditability	69
Up to Date	68
Response Time	68
Coverage (language/field)	63
Information provided	62
Illustration offered	54

Form (13) Evaluation of online dictionaries
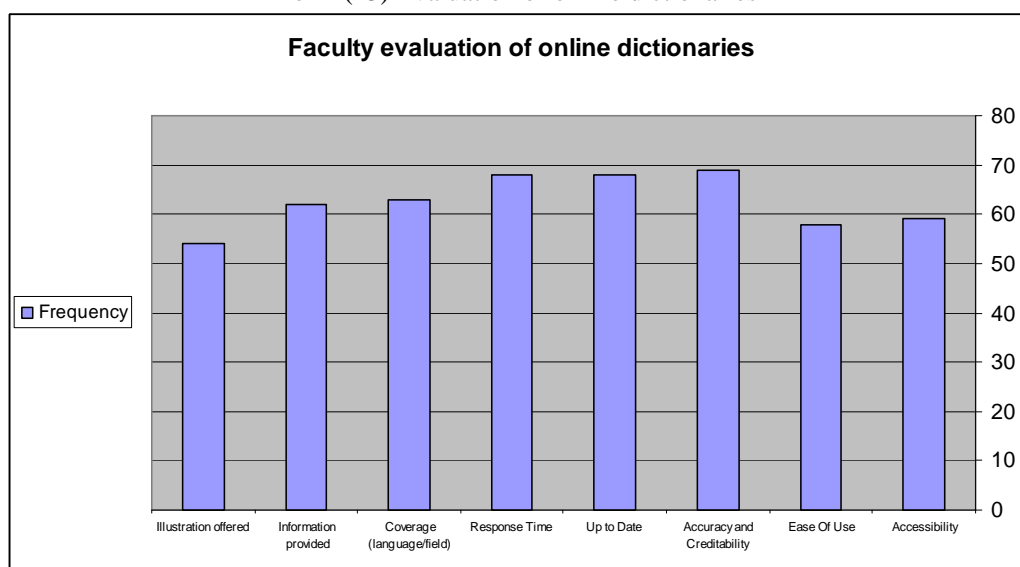
13 - Other major benefits for using online dictionaries

When faculty members were asked to specify other major benefits for using online dictionaries, nine chose to comment. Comments were submitted as follow: One faculty addressed that "one can access any page easily, whenever he/she needs at his/her disk", another faculty indicated that "the volume of information received in mush less time is incredible", a third one stated that "online dictionaries help to a great extent in teaching linguistics, literature and translation, a fourth one said that "online dictionaries allow instant use of dictionary", a fifth one mentioned that "online dictionaries offered the user the ability to obtain information regarding words having confusing correlation", a sixth one mentioned that "looking for meaning of words on the net offers the user to access a word from various dimensions", a seventh one

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addressed that "there are multiple benefits of online dictionaries anything could be accessed at anytime from anywhere", the last two indicated that "online dictionaries save time".

14 - Basic shortages while accessing online dictionaries

When faculty members were asked to identify basic shortages while accessing online dictionaries, the study found basic shortages the faculty faced were ordered as follow from highest to lowest: Broken links, slow connections, ignoring old terms, required registration, required subscription fees, requires illustration, incomplete information, limited coverage, restricted to certain languages, false information, not up to date, unaware of their existence, and finally difficult to access. See Table (14) and form (14) for details.

Table (14) Basic shortages of online dictionaries

Basic Shortages	Frequency	percentage
Broken links	10	19.6%
Slow connections	9	17.64%
Ignoring old terms	6	11.76%
Required registration	5	9.8%
Required sub. Fees	5	9.8%
Requires illustration	4	7.83%
Incomplete information	4	7.83%
Limited coverage	2	3.92%
Restricted to certain languages	2	3.92%
False information	1	1.96%
Not up to date	1	1.96%
Unaware of their existence	1	1.96%
Other (Difficult to access)	1	1.96%
Total	51	100%

Form (14) Basic shortages of online dictionaries
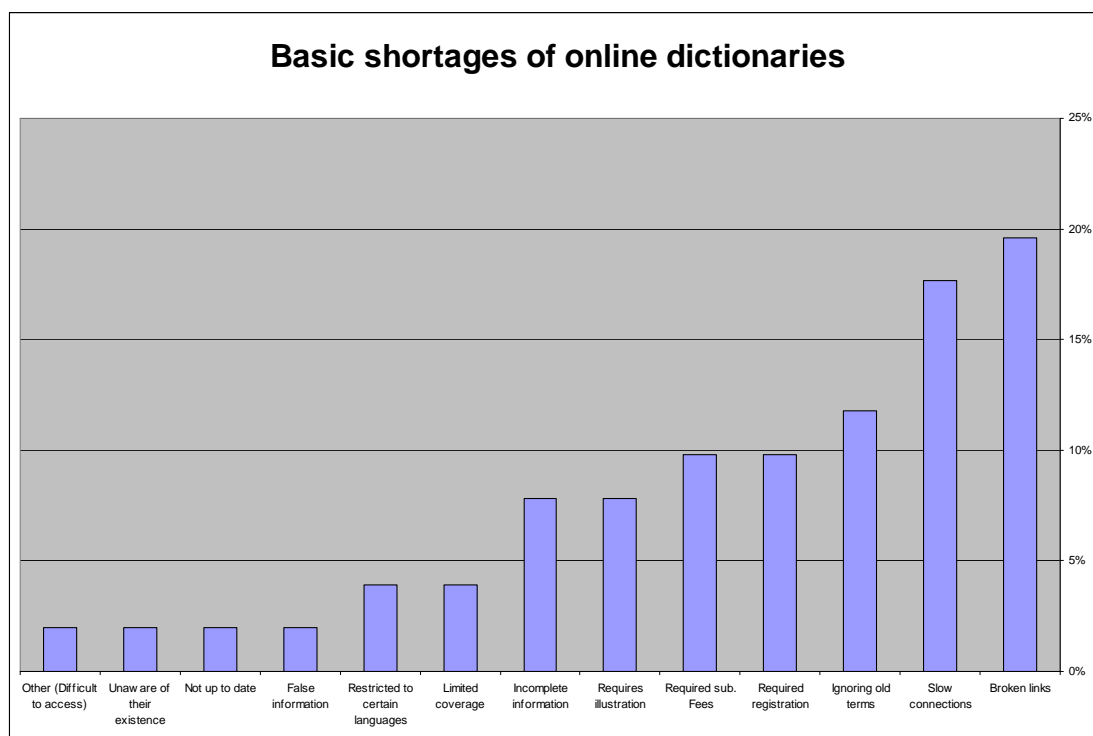
Basic shortages of online dictionaries

Category	Value
Other (Difficult to access)	~2%
Unaware of their existence	~2%
Not up to date	~2%
False information	~2%
Restricted to certain languages	~4%
Limited coverage	~4%
Incomplete information	~8%
Requires illustration	~8%
Required sub. Fees	~10%
Required registration	~10%
Ignoring old terms	~11%
Slow connections	~17%
Broken links	~19%

15- Recommendation to improve assessing online dictionaries

When faculty members were asked to specify any recommendation for improving online dictionaries, eight chose to comment. Comments were submitted as follow:

1) Online dictionaries are required to be more effective in terms of access to the general learners

2) They can use more graphic and animation

3) Selecting websites of the revised online dictionaries to be built up on the library bulletin board

4) Broader coverage, Old terms, adding illustration

5) Net connection should be good

6) Including terms related to different field of science.

7) Need to be more updated and to include old terms

8) All that is required is the knowledge of online dictionaries; also the American modification regarding the spelling of the words tend to disturb the adaptability of a mind disposed to the British standard.

Conclusions

1- Basic information

The study found that the majority of faculty members participating in the study were Indians followed by Arabic native speakers from various areas like Egypt, Jordan, Yemen and Saudi Arabia. The ratio of native Arabic speaker to non Arabic speaker was almost equaled.

1/1- Rank

The study found that the majority of faculty members hired in the English Department were lecturers, followed by assistant professors and finally associate professors were the least hired.

1/2- Area of specializations

The study found the majority of faculty members hired in the English department were specialized in Linguistics in the first place, followed by Literature in the second place and Poetry and Novel were least specialized areas.

2- Experience in Field

The study found the majority of faculty members were having an average experience of 6-10 years, followed by an average experience of 21-25 years. The rest of faculty members were having equaled average experience.

3- Forms of Dictionary

The study found the majority of faculty members used printed dictionaries, followed by online dictionaries, followed by electronic device dictionaries, and finally the rest of faculty members used dictionaries on CDs.

4- Degree of awareness and usage of online dictionaries

The study found the majority of faculty members were aware and used to access online dictionaries, 94.11%; and very little percentage of faculty members 5.88% were unaware of online dictionaries and focused basically on using printed dictionaries. This indicated that faculty members were familiar with the Internet use. It also indicated that online dictionaries were considered reliable and helpful assistant tool to faculty members.

5- Example of online dictionaries accessed

The study found that faculty members accessed various online dictionaries with various degrees, with special focus on Webster, Oxford Online and the Free Online Dictionary, as they were accessed more by faculty members. The reason

behind this may relate to the credibility and accuracy of the information obtained through these sources.

6- Classification of online dictionaries

The study found defining dictionaries to be the most accessed by faculty members, followed by phonetic dictionaries in the second place. Both etymological dictionaries and thesaurus glossary dictionaries come in the third place. Conceptual dictionaries come in the forth place. Biographical dictionaries come in the fifth place. Rhyming dictionaries come in the sixth place. Crossword dictionaries were the least accessed.

7- Information provided

The study found meaning to be the most obtained information, followed by pronunciation in the second place, followed by spellings in the third place, followed by using words in the forth place, followed by illustration in the fifth place, followed by grammar in the sixth place, and finally both conceptual classification, multiple usage and application of words were in the last place.

8- Information format

The study found information textual format to be the most obtained information by online dictionaries, followed by information in audio format in the second place, followed by information visual format in the third place, followed by information in audio visual format in the last place.

9- Language/s Covered

The study found monolingual dictionaries to be the most accessed by faculty members, followed by bilingual dictionaries in the second place, and finally multilingual dictionaries were in the third place.

10- Size of information

The study found mini-dictionaries to be the most accessed by faculty members, followed by encyclopedic dictionaries. This reflected the nature of information offered in online dictionaries that tended to be summarized. In that, if the user wanted more detailed information, subscription fees had to be paid to obtain the full coverage.

11- Field covered

The study found multi-field dictionaries (general) to be the most accessed by faculty members, followed by single-field dictionaries (specialized). This reflected the type of information offered on the web that tended to be general for public users for

free. Therefore, single-field or specialized dictionaries required users to subscribe to obtain specific information.

12 – Evaluation of online dictionaries

When faculty members were asked to evaluated the online dictionaries according to various criteria, faculty members were pleased with online dictionaries.

13 - Other major benefits for using online dictionaries

The study found that faculty members were satisfied with online dictionaries and submitted their comments, as follow: One faculty addressed that "one can access any page easily, whenever he/she needs at his/her disk", another faculty indicated that "the volume of information received in mush less time is incredible", a third one stated that "help to a great extent in teaching linguistics, literature and translation, a fourth one said that "instant use of dictionary", a fifth one mentioned that " the ability to obtain information regarding words having confusing correlation", a sixth one mentioned that " looking for meaning of words on the net offers the user to access a word from various dimensions", a seventh one addressed that "there are multiple benefits of online dictionaries that allow anything to be accessed at anytime, from anywhere, the last two indicated that "online dictionaries save time".

14 - Basic shortages while accessing online dictionaries

The study found basic shortages the faculty faced were ordered as follow from highest to lowest: Broken links, slow connections, ignoring old terms, required registration, required subscription fees, requires illustration, incomplete information, limited coverage, restricted to certain languages, false information, not up to date, unaware of their existence, and finally difficult to access.

15- Recommendation to improve assessing online dictionaries

When faculty members were asked to specify recommendations for improving online dictionaries, eight chose to comments. Faculty members required online dictionaries to be more effective in terms of access to the general learners, using more graphic and animation, selecting websites of the revised online dictionaries to be built up on the library bulletin board, broadening coverage, including old terms, adding illustration, improving net connection, including terms related to different field of science, updating terms frequently, announcing about their existence and finally distinguishing between the American and British spelling of words.

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Appendix
Questionnaire

1-Basic information

1/1- Name: (Optional) ……………………………………………………………….

1/2- Rank: Instructor (   )   Lecturer   (   )   Assistant professor (   )

Associate professor (   )   Professor   (   )   Other---------------- (   )-

1/3- Area of specialization: …………………………………………………………….

2- Experience in English Language Field (in years)..……………………………..

3- Forms of Dictionary:

- Please specify the percentage of using the following dictionaries types.

Forms of Dictionaries	Percentage
Online Dictionaries	
Electronic Device Dictionaries	
Dictionaries on CDs	
Printed Dictionaries	
Other…………………………………	
Total	**100 %**

4- Awareness and usage of online dictionaries

- Do you access Online Dictionaries? Yes ( ) *Go to question 5*   No ( ) *Go to question 14*.

5- Please name the most three accessed online dictionaries you depend on?

…………………………………………………………………………………………-

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

6- Types of online dictionaries accessed

Online dictionaries you always access are (Check all that apply)

- Defining dictionaries   **-** Conceptual dictionaries   **-** Biographical dictionaries

- Phonetic dictionaries   - Etymological dictionaries   - Crossword dictionaries

- Rhyming dictionaries   **-** Thesaurus Glossary dictionaries- Rime dictionaries

7- Information provided

The information you obtain from online dictionaries includes: (check all that apply)

- Spellings   - Meaning   - Grammar

- Using Words   - Pronunciation   - Illustrations

- Other…………………………………………………………………………..

8- Information Provided

The information retrieved through online dictionaries you use include information in (Check all that apply)

- Text   - Visual   - Audio   - Audio / Visual

9- Language/s covered

The information retrieved through online dictionaries you access include information in (Check all that apply)

     - Monolingual   - Bilingual   - Multilingual

10- Size of information

Online dictionaries you use can be classified according to size as

     - Mini-Dictionaries   **-** Encyclopedic Dictionaries

11- Field covered

The field/s covered in online dictionaries you access is/are (Check all that apply)

   - Single-field (specialized)   **-** Multi-field (general)

12- Evaluation

- Please evaluate online dictionaries according to the following criteria

Online Dictionaries	1 (Low)	2	3 (Med)	4	5 (High)
Accessibility					
Ease Of use					
Accuracy and creditability					
Up to Date					
Response time					
Coverage (language/field)					
Completeness of information					
Illustration offered					

13- Please specify other major benefits for using Online Dictionaries?

14- Please select from the following points basic shortages while accessing online dictionaries?

- Broken links   - Slow connections   - Required registration

- Required sub. Fees   - Limited coverage   - Restricted to certain languages

- False information   - Not up to date   - Incomplete information

- Ignoring old terms   - Unaware of their existence - Requires illustration

- Other ………………………….

15- Please specify any recommendation to improve assessing Online Dictionaries

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