

Korean EFL Learners' Use of Dictionaries: Their Beliefs, Lookup Strategies, and Actual Use

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This study investigated Korean EFL Learners' use of dictionaries: their beliefs about dictionaries, lookup strategies, and actual use by conducting three surveys administered to four different age groups and two regional groups of students. An analysis of the surveys revealed several important points. First, Korean EFL learners believed that electronic dictionaries with built-in vocal function help to improve English pronunciation. And they heavily relied on bilingual dictionaries. Second, the most frequently used English dictionary strategy is to underline an English word. Korean L2 students strongly favored this. On the other hand, the most helpful English dictionary strategy perceived by Korean EFL learners is to write the unknown English word and phonetic symbols in the margin. It can be inferred from this that pronunciation is regarded as the first prerequisite in English proficiency. Finally, in actual dictionary use, students do not behave according to their beliefs. The pedagogical implication of the present research is that the teaching of dictionary use should be involved in formal English education to increase learners' vocabulary knowledge.

[dictionaries/strategies/사전/책략]

I. INTRODUCTION

Learning vocabulary is an indispensable factor in learning a foreign language. To satisfy this, learners usually employ dictionaries as learning aids. Especially, a lot of Korean EFL learners heavily rely on English-Korean dictionaries. This phenomenon is consistent with Schmitt's (1997) study of Japanese EFL learners'

L2 vocabulary learning and Jun-Eon Park's (2001) study of Korean EFL learners' vocabulary learning strategies. According to Schmitt (1997), the most frequently used vocabulary learning strategies for Japanese EFL learners were written repetition, study spelling of word, and use of bilingual dictionary. However, though dictionaries are important learning tools, Korean EFL learners were not taught how to consult dictionaries. And, they have insufficient vocabulary knowledge. Besides, they have little opportunity to interact with English native speakers. Under these circumstances, many Korean English learners can not help depending on dictionaries. For many of them, consulting dictionaries is the only way to learn and practice English vocabulary.

In spite of the importance of using dictionaries in learning English vocabulary, however, there has been little discussion in this area. Only several cases of research on dictionary use have been investigated in Korea (Seongwon Lee, 2002; Byung-Joon Lim, 2001). This is in contrast with multitude of research papers in other countries (Ard, 1982; Atkins & Valantora, 1998; Aust, Kelly & Roby, 1993; Battenburg, 1991; Baxter, 1980; Creamer, 1987; Dolezal & McCreary, 1999; Hartmann, 1987; Huang, 1985; Laufer, 1993). Besides, there is no research paper related to dictionary strategies in Korea.

Despite their heavy reliance on English dictionaries, many Korean EFL learners do not seem to take any advantage from dictionary use in improving their English ability. Moreover, this does not lead to English proficiency ultimately though they have learned English for many years and habitually used dictionaries. According to Huang (2003), the cause of this result may exist in how learners regard dictionaries and use them. And so far many L2 vocabulary acquisition researchers have mainly reported vocabulary learning strategies and what kinds of dictionaries are effective. These studies, however, have not considered dictionary strategies use. For these reasons, this study investigated learners' use of English dictionaries: their beliefs, lookup strategies, and actual use.

The following questions were addressed in the research:

1. What are Korean EFL Learners' beliefs about English dictionaries?
2. What English dictionary strategies do Korean EFL Learners use?
3. What English dictionary strategies do Korean EFL Learners find helpful?
4. How is the actual English dictionary use by Korean EFL learners?

II. LITERATURE REVIEW

1. Relationships Between Learner Beliefs and Language Learning Strategies

Researchers suggested that learners' language learning strategy use is likely to be influenced by their metacognitive knowledge or beliefs about language learning (Abraham & Vann, 1987; Horwitz, 1987; Nyikos & Oxford, 1989; Wenden, 1986, 1987; Yang, 1992, 1999). The Abraham and Vann's (1987) case study of one more proficient (Gerado) and one less proficient (Pedro) learner suggested that learners held beliefs about how language operated and had a philosophy of how language was learned, and that such language beliefs and philosophy seemed to guide their language learning approach, or more specifically, influence the variety and flexibility of their use of learning strategies.

In addition, the interview data in the Wenden's (1987) study suggested that her learners were able to think about the nature of language learning process and articulate some of these beliefs, and that these explicit beliefs seemed to lead the learners to different approaches to language learning. Learners who emphasized using the language, for example, tended to use communication strategies, whereas those who stressed the importance of learning about the language were more likely to use cognitive strategies. As indicated in Wenden, these learners' beliefs about how best to learn a foreign language were revealed in (1) the kinds of strategies they used, (2) what they attended to, (3) the critical attitude they used to evaluate the effectiveness of learning activities and social contexts which facilitated their use of practice of the language, (4) where they concentrated on the use of their strategies. Therefore, the learners' explicit beliefs about language learning seemed to work as kind of logic guiding consciously or unconsciously what they did to help them best learn a foreign language.

Horwitz (1987, 1988) suggested that learners' preconceived beliefs may restrict the range of their learning strategy use, and that erroneous beliefs about language learning may lead to less effective learning strategy use. Specifically, learners who emphasize the importance of the memorization of vocabulary and grammatical rules were less likely to use social or functional aspects of language learning. The deleterious misconception, in addition, that fluency in a new language can be achieved within a short period of time could lead some learners to experience discouragement, which in turn would cause them to think that they lack the requisite aptitude for language learning and this quit their language study altogether.

In her study of the beliefs about language learning and the learning strategy use

of Taiwanese college English majors, Yang (1992) found that Chinese students employed various learning strategies confidently when they believed themselves capable of mastering English. These self-efficacy judgements led them to actively create or increase their exposure to the target language beyond the formal classroom settings and requirements. It was therefore found that students' self-efficacy and expectations about English learning were significantly related to all types of learning strategies, especially the functional practice strategy (Yang, 1992, 1999). Also, students' perceived value and nature of learning spoken English were associated with their use of formal oral practice strategies.

2. Dictionary User Studies

Tomaszczyk (1979) is believed to be the first large-scale dictionary user study focusing on foreign language learners. This article surveyed 449 subjects with 16 different native language backgrounds. With a 57-item questionnaire, he examined users' attitudes toward dictionaries, their frequency of dictionary use, and their strategies used when more than one dictionary is used. The results demonstrate that language learners prefer to consult bilingual dictionaries for most activities, with the exception of advanced-level students consulting both monolingual and bilingual dictionaries equally for non-translation activities. His survey result indicated that the proficiency of the learner is inversely proportional to the frequency of dictionary use.

Bejoint (1981) conducted a similar survey to that of Tomaszczyk's on French university students learning English. A 21-item questionnaire was devised to assess their use of monolingual dictionaries with particular emphasis on encoding and decoding activities. He argues that monolingual English dictionaries were used mostly to look up information dealing with meaning (87%), syntax (53%), and synonyms (52%). Although the informants agreed that monolingual dictionaries were satisfactory on the whole, they did not consider monolingual dictionaries to be more useful than standard dictionaries intended for native speakers of English. This conclusion indicates that most students do not use their learners' dictionaries to their full potential, and lexicographers need to work to improve the quality and design of monolingual learners' dictionaries intended mainly for foreign language learners.

Bensoussan (1983) investigated the advantage of various dictionaries in reading comprehension tests with 700 Israeli students at University of Haifa. Her research attempted to discover if the use of dictionary helps EFL students perform better in

reading comprehension tasks. The results indicate that although students preferred to use dictionaries during the test, the use of dictionaries had no significant effect on their test scores. Her conclusion suggests that dictionaries do not really give the student the meaning of a word, which may be a surprise for lexicographers and applied linguists. Bensoussan, Sim, and Weiss (1984) conducted a study on the use of dictionaries by Israeli students. This research was to determine whether the use of different types of dictionaries affected the students' performance in reading assignments or not. It was found that there was little difference between monolingual and bilingual dictionary users both in their test performance, and almost the same amount of time was needed for students to complete the tasks.

A study of Japanese EFL students conducted by Tono (1984) explored how informants looked up information in the dictionary while translating a short passage from English to Japanese. His findings suggest that 402 Japanese university students in the research chose the first definition of the first entries in the dictionary, and that they failed to utilize the grammatical information to its full use. He also reported that English majors performed much better than non-English majors in choosing the right definition of a word, which indicates that there is a marked difference in their use of information according to the amount of exposure to a dictionary.

Iqbal (1987) investigated the use of monolingual English dictionaries by 700 Pakistani advanced learners and 25 English teachers. Dolezal and McCreary (1999) summarized Iqbal's (1987) findings as follows: his 54-item questionnaire revealed that most of the informants were not aware of any differences between monolingual learners' dictionaries and regular general-purpose dictionaries. He also reported that dictionaries were used mainly for decoding purposes such as reading, and meaning was most frequently looked up, followed by spelling.

Herbst and Stein (1987) surveyed 160 first year university EFL students and 60 English instructors at two German universities. Their intention was to investigate dictionary users' competence and skills of using English dictionaries. Their results suggest that students received little training as to how to use dictionaries systematically, and their competence and level of dictionary look-up skill was significantly low. For instance, it was found that more than 50% of the informants were unaware that grammatical information is provided in a monolingual English dictionary such as OALDCE. They argue that dictionary user training has been discouraged in foreign language classrooms because of the instructors' emphasis on 'communicative skills'.

This chapter reviewed the previous studies on dictionaries. So far, these studies

have mainly focused on what kind of dictionaries are effective, the efficiency of dictionary use in reading, frequency of dictionary use, look-up behavior difference compatible with age, mother tongue backgrounds, ethnic groups, and so on. According to Abraham and Vann (1987), learners have beliefs about language and that such language beliefs and philosophy seem to guide their language learning approach, or more specifically, influence the variety and flexibility of their use of learning strategies. In light of their study, dictionaries are the first encountered and experienced learning tools when EFL learners start learning English. If they form negative beliefs about dictionaries, it might affect their overall English learning. For this reason, it is necessary to examine learners' beliefs about dictionaries.

III. METHOD

1. Research Design

This study is a small part of full-scale study. Also, this study is mainly based on Jun-Eon Park's study (2001) of Korean EFL learners' vocabulary learning strategies and Huang's (2003) Taiwanese university English majors' beliefs about English dictionaries and their dictionary strategy use. Especially, the present research borrowed helpfulness perception idea from Jun-Eon Park's (2001) study and the survey instrument is based on Huang's (2003) survey form, which was created to collect information on Taiwanese university English majors' beliefs about English dictionaries and their dictionary strategy use. There is a survey instrument on beliefs about language learning inventory (Horwitz, 1985), whereas there is no survey instrument on beliefs about dictionaries. For this reason, Huang made his own 30 items on dictionary beliefs and general strategies and strategies used in reading and writing on dictionary strategies.

However, in this study, Huang's form had to be modified somewhat to fit the Korean situation. First, several open-ended question items were deleted from Huang's dictionary belief lists and dictionary strategies questionnaire because students were reluctant to answer them according to pilot study. Second, the taxonomy was revised. The taxonomy of this study is based on Oxford's (1990) classification system. She classified language learning strategies into 6 categories such as memory strategies, cognitive, compensation, social, affective, and metacognitive. Among them, this study adopted memory, cognitive, social, and

metacognitive¹. Other two strategies (i.e., affective and compensation strategies) were not used because they have less relevance to this study in comparison with other four strategies. Third, negative survey question items in the Beliefs About English Dictionary Questionnaire (BAEDQ) were changed into affirmative sentences. Finally, all key survey question items in the BAEDQ and English Dictionary Strategies Questionnaire (EDSQ) were made bold-faced to make participants legible.

As noted before, this study is based on Huang's (2003) research. However, while he only investigated university English majors' beliefs about English dictionaries and their dictionary strategies use, in this paper, four different age groups (i.e., elementary school, middle school, high school, and university students) were chosen to find out their beliefs about English dictionaries and their dictionary strategies use. Also, the surveys were conducted not only in Seoul, but also Pocheon in Gyeonggi Province to see whether there is any regional difference or not.

2. Participants

The total subjects consisted of 900. There were four different age groups: elementary school students (6th grade), middle school students (3rd year), high school students (2nd year), and university students (all grades). In the case of university students, survey participants ranged from freshmen to seniors and all were residing in Seoul. They had various levels of English and different majors. Table 1 shows a breakdown of total survey participants by gender, age and region.

3. Survey Instrument

¹ Memory strategies subsume a new learning material into the existing knowledge structure. They "reflect simple principles, such as arranging things in order, making associations, and reviewing" (Oxford, 1990, p. 39). Cognitive strategies share the common function of "manipulation or transformation of the target language by the learner" (p. 43). That is, cognitive strategies manipulate or transform the target language to make the language more easily learnable. Social strategies refer to the strategies requiring interaction with other people, such as "asking questions, cooperating with others, and empathizing with others" (p. 145). Metacognitive strategies are "actions which go beyond purely cognitive devices, and which provides a way for learners to coordinate their own learning process" (p. 136).

Table 1
Participants by Gender, Age, and Region

	Seoul		Pocheon		Total	%	
	Frequency	%	Frequency	%	Frequency	%	
Gender	Male	217	42.7	194	49.5	411	45.7
	Female	291	57.3	198	50.5	489	54.3
	Total	508	100	392	100	900	100
Age	E	95	18.7	90	23.0	185	20.6
	M	168	33.1	172	43.9	340	37.8
	H	125	24.6	130	33.2	255	28.3
	U	120	23.6	0	0	120	13.3
	Total	508	100	392	100	900	100

Note. E: elementary school students, M: middle school students, H: high school students, U: university students.

Three survey instruments were used in this study. As mentioned earlier, the survey instrument borrowed from Huang's (2003) survey form. However, in this study, his form was modified somewhat to fit the Korean situation. Also, the surveys were conducted in Korean to avoid any possible misinterpretation of the English terms on the questionnaire. The three surveys were as follows:

- (1) The Beliefs About English Dictionary Questionnaire (BAEDQ)
- (2) The English Dictionary Strategies Questionnaire (EDSQ)
- (3) The English Dictionary Use Questionnaire (EDUQ)

1) The Beliefs About English Dictionary Questionnaire (BAEDQ)

Korean EFL learners' beliefs about English dictionaries were assessed by the Beliefs about English Dictionary Questionnaire. This survey had four major concerns: expectations and motivations for dictionary use, perceived value of English dictionary use in English learning, perceived valued of unconventional vs. conventional English dictionaries, and relative strengths of different types and media of English dictionaries. Subjects were asked to indicate the extent to which they agreed with statements on a 5-point Likert scale ranging from 'Strong Agree' to 'Strongly Disagree'.

2) The English Dictionary Strategies Questionnaire (EDSQ)

Korean EFL learners' dictionary strategies use were elicited through the English

Dictionary Strategies Questionnaire. The subjects were asked to rate statements on a 5-point Likert scale (1 = Always, 2 = Often, 3 = Sometimes, 4 = Seldom, 5 = Never). Also, they were asked to indicate whether they actually use the listed strategy in looking up dictionaries and whether they perceive the listed strategy helpful in looking up dictionaries regardless of using the strategy or not.

3) The English Dictionary Use Questionnaire (EDUQ)

Korean EFL learners' English dictionary use was obtained through the English Dictionary Use Questionnaire. The EDUQ was intended to get learners' background data such as gender, frequency of dictionary use, types of dictionaries used, kinds of information looked up, reasons of dictionary use, difficulties of dictionary use, and English proficiency.

4. Data Analysis

As stated above, this study is a small part of full-scale study. In full-scale study, t-tests were conducted to capture the differences by gender, age, region, students and teachers, and proficiency groups in beliefs about English dictionaries, frequently used dictionary strategies, the helpfulness perception of English dictionary strategies, and the actual English dictionary use. Besides, factor analysis, ANOVA, and multiple correlation analysis were administered.

However, in the present research, the Statistical Package for the Social Sciences (SPSS) for Windows, Version 13.0 was used for the data analysis. Descriptive statistics including means, standard deviations, and frequencies were calculated to represent students' responses to the BAEDQ, the EDSQ, and the EDUQ.

Finally, in order to determine the reliability of the two questionnaires (the BAEDQ and the EDSQ), internal consistency analysis by using Cronbach's alpha was performed. The results yielded alpha coefficients of 0.836 for the BAEDQ, and the 0.858 for the EDSQ. The reliability of the two questionnaires is therefore acceptable based on criterion of 0.70 as a minimally acceptable alpha value.

IV. RESULTS

1. The Ten Most Common Beliefs about English Dictionaries by Korean EFL Learners

Table 2 shows the overall results of the Korean EFL learners' beliefs about English dictionaries. Of these, the ten most common beliefs about English dictionaries by Korean EFL learners are, in the descending order of, '13, 23, 24, 2, 5, 6, 10, 12, 19, and 4'.

Table 2

Beliefs about English Dictionaries by Korean EFL Learners

	Items description	M	SD
1	I only want to know what an English word means when consulting dictionaries.	3.37	1.075
2	Translation is the most important part in English dictionaries.	3.65	1.146
3	English teachers believe it is important to use dictionaries to facilitate English learning.	3.34	1.101
4	It is necessary to use English dictionaries for facilitating English learning.	3.47	1.052
5	Dictionaries help more in reading than in writing English.	3.62	1.016
6	I can use dictionaries better if my English teacher teaches me lookup skills or dictionary strategies.	3.58	1.098
7	Frequency of dictionary use is associated with English proficiency.	3.26	1.006
8	People good at English are more skilled at using dictionaries than people not good at English.	3.12	1.058
9	It is necessary to read example sentences when looking up dictionaries.	3.38	1.129
10	Learners should use dictionaries suitable for their English proficiency levels.	3.57	1.098
11	Learners with a strong motivation to learn English also have a strong motivation to use dictionaries.	3.04	1.477
12	It is important to tap as much information from dictionaries as possible.	3.48	1.146
13	Electronic dictionaries with built-in vocal function help to improve English pronunciation.	3.75	1.090
14	The English translations supplied in a Korean-English dictionary help me write English better.	3.44	.910
15	English-English dictionaries help to understand an English word's meanings better.	2.96	1.069
16	English-English dictionaries help me think and express in English.	3.13	1.144
17	English-English dictionaries are only suitable for high English proficiency learners.	2.98	1.187

18	The most important use of electronic dictionaries is to help me translate.	3.26	1.061
19	The Korean translations supplied in an English-Korean dictionary help me read English more effectively.	3.48	.902
20	English-Korean dictionaries help to enhance English ability more than English-English dictionaries.	3.32	.995
21	Electronic dictionaries help to enhance English ability more than paper dictionaries.	3.19	1.050
22	On-line dictionaries are more helpful than paper or electronic dictionaries in a wired environment.	3.16	1.036
23	I like English-Korean dictionaries much better than English-English dictionaries.	3.75	1.152
24	I like electronic dictionaries much better than paper dictionaries.	3.72	1.016

Note. N = 900.

As is revealed in Table 2, the commonest beliefs about English dictionaries by Korean EFL learners are 'Electronic dictionaries with built-in vocal function help to improve English pronunciation' and 'I like English-Korean dictionaries much better than English-English dictionaries'. As is expected, Korean EFL learners strongly agreed that they prefer bilingual dictionaries. This result is also found in Jun-Eon Park (2001) and Tomaszczyk (1979). The fundamental reason for this phenomenon in Korea seems to be that they are studying English as a foreign language, not as a second language. Under this condition, it is natural that Korean EFL learners remarkably rely on the bilingual dictionaries, i.e., English-Korean dictionaries.

Besides, Korean EFL learners thought that electronic dictionaries with built-in vocal function help to improve English pronunciation. This finding also corresponds to Kent's (2001) study of Korean university freshmen's dictionary use and perceptions regarding dictionaries. According to his study, students consider the speaking component of such dictionaries as a valuable tool. It can be inferred from this finding in this study that English pronunciation is the prerequisite qualification for English proficiency. Most Korean EFL learners tend to think that students who are good at English pronunciation are good English speakers. On the other hand, students who are poor at articulation tend to be thought of as less proficient English speakers. Traditional paperback dictionaries do not involve vocal function, whereas electronic dictionaries provide vocal function. For this reason, Korean EFL learners have a positive belief about electronic dictionaries.

Next, survey respondents agreed that they like electronic dictionaries much better than paper dictionaries (item 24). According to Diab and Hamdan (1999),

they found that a significant number of EFL students are using one or more types of electronic dictionaries. It can be inferred from this that electronic dictionaries are on an increasing trend. However, in reality, this result is a little bit different from the actual dictionary use. In other words, even though participants responded that they prefer to use electronic dictionaries, according to the result of the EDUQ, they indicated more frequent use of paper dictionaries than electronic dictionaries. There are several reasons why learners prefer electronic dictionaries. This will be discussed later. But the most decisive reasons are their portability and fast accessibility. Especially, portability was female learners' concern. Besides, as was already mentioned, electronic dictionaries provide pronunciation. For these reasons, most students have a good belief about electronic dictionaries.

Korean EFL learners indicated that translation is the most important part in English dictionaries (item 2). This finding is also consistent with Huang's (2003) study. According to him, dictionaries are translation tools. Besides, Korean L2 learners thought that dictionaries help more in reading than in writing English. This result corresponds to Iqbal's (1987) study. He investigated the use of monolingual English dictionaries by 700 Pakistani advanced learners English and 25 English teachers and reported that dictionaries were used mainly for decoding purposes such as reading. The basic reason for these findings in Korean students also seems to result from EFL environment, but these findings need to be examined more with follow-up research. Another reason may be that most Korean EFL learners are much more exposed to reading than writing. In addition, students have relatively few opportunities to write in English compared with English reading. In other words, most students get enough opportunities to read in English rather than write in English. Also, English test in college entrance exams is mainly composed of reading although it includes listening test part. When students engage in reading, they usually employ dictionaries as learning aids because they provide them with word definitions and help them understand better. Besides, the crucial reason they need to use dictionaries when reading English is that they have quite insufficient L2 vocabulary knowledge. Deficient L2 vocabulary knowledge may be applicable to writing. But, as stated above, most Korean L2 learners are more exposed to English reading than English writing. So their English learning style is reading-centered and they usually translate English into Korean. For these reasons, survey respondents seemed to think that dictionaries help more in reading than in writing English.

Korean EFL learners replied that they can use dictionaries better if their

English teachers teach them dictionary strategies (item 6). This finding also coincides with Huang's (2003) study. This finding seems to be the evidence that most Korean EFL learners were not taught how to consult dictionaries.

Participants recognized that learners should use dictionaries suitable for their English proficiency levels (item 10). This is also found in Huang's (2003) study. This result implies that there are not many English dictionaries on the market that meet the learners' different English levels. For this reason, students seemed to think that they should use dictionaries suitable compatible their with English ability.

Korean L2 learners believed that it is important to tap as much information from dictionaries as possible (item 12). They answered that they look for various information such as word meanings, pronunciation, spelling, example sentences, idioms, synonyms · antonyms, parts of speech, derivative words, picture illustrations, etc., when consulting dictionaries.

Korean EFL learners considered it necessary to use English dictionaries for facilitating English learning (item 4). This result seems to indicate that dictionaries are the first source of English vocabulary in EFL environment. Although there are a variety of means to facilitate English learning thanks to the advance of technology and internet, dictionaries are the easiest and fastest resource. Therefore, they approved of the necessity of English dictionaries for facilitating English learning.

Lastly, Korean L2 learners positively agreed that it is necessary to read example sentences when looking up dictionaries (item 9), but this belief was not included in the ten most common beliefs by Korean EFL learners. The reason for mentioning this is that English teachers need to emphasize the importance of example sentences through the teaching of dictionary use. Most students have a tendency to discover a definition of a word, but they tend not to read and make the best use of example sentences. However, we already saw that the effect of reading example sentences in Harvey and Yuill's (1997) study. Likewise, it is important to read example sentences when consulting dictionaries. Besides, these days, many English education experts as well as President Lee Myung-bak lay great emphasis on English speaking capability, so many students make an effort to improve their speaking skills. As a way to enhance learners' speaking capability, the researcher suggests that learners should read example sentences and make the best use of them. Therefore, when teaching how to consult dictionaries, English teachers need to stress the importance of reading example sentences and their practical use for the purpose of enhancing ultimate English speaking ability.

2. Dictionary Strategies Use and Helpfulness Perception of Dictionary Strategies by Korean EFL Learners

1) The Most Frequently Used English Dictionary Strategies by Korean EFL Learners

Table 3 shows the use of English dictionary strategies. Here, in the EDSQ, 'USE' refers to whether the learners actually use the listed strategies, and 'HELPFUL' refers to whether they think those specific strategies are helpful regardless of actually using them or not. As indicated in Table 3, the ten most frequently used English dictionary strategies by Korean EFL learners are, in the descending order of '3, 11, 10, 5, 8, 19, 4, 16, 9, and 6'.

Table 3

The Use of English Dictionary Strategies by Korean EFL Learners

English dictionary strategies use by Korean EFL learners	M	SD
1 I look up unknown words and write phonetic symbols.	2.22	1.232
2 I make a mark beside the headword in a dictionary when looking up an English word.	2.25	1.107
3 I underline, circle, or highlight an English word.	3.61	1.127
4 I underline, circle, or highlight English example sentences.	3.05	1.203
5 I try to learn the word by heart at the same time when looking up an English word in a dictionary.	3.26	1.216
6 I try to read all English word meanings when looking up English word in a dictionary.	2.98	1.230
7 I try to read all the example sentences when looking up an English word in a dictionary.	2.50	1.134
8 Whenever I do not know how to write in English, I use a paper or electronic Korean-English dictionary.	3.19	1.338
9 I write the Korean glosses of the word in the margins of the passage after checking out the meanings from a dictionary.	3.02	1.349
10 Whenever I encounter an unknown English, I check out its meanings right away.	3.30	1.207
11 I ask for help from English teachers or classmates if I can not find the needed information in a dictionary.	3.44	1.161
12 I keep additional notebook to study English words or phrases from dictionaries.	2.60	1.257
13 I use different dictionaries according to different learning situations or learning tasks.	2.57	1.277
14 I keep searching other dictionaries if I can not find the suitable meaning in one dictionary to fit into a reading context.	2.61	1.257

15	In writing English, after checking out the English words from Korean-English dictionary, I keep checking in an English-English or English-Korean dictionary.	2.21	1.171
16	In writing English, I use word definitions or example sentences checked out from a dictionary.	3.04	1.183
17	In writing English, I search for synonyms to avoid repeating an English word.	2.40	1.199
18	Although I am familiar with English words, I look them up dictionaries to make sure of usage.	2.70	1.276
19	I try to select one most suitable meaning to understand the text if English dictionary gives several meanings for an English word.	3.15	1.198

Note. N = 900.

In the first place, the most frequently used English dictionary strategy by Korean EFL learners was to underline, circle, or highlight an English word. This result seems to be that learners can use this strategy very easily without being taught how to refer to dictionaries. This strongly suggests that Korean EFL learners were not taught how to consult dictionaries. If they were taught, they would use more elaborate or complicated methods instead of using this. It is interesting that this strategy is the least helpful English dictionary strategy (30.9% in Table 4) even though it is the most frequently used one.

The second frequently used English dictionary strategy by respondents was to ask for help from English teachers or classmates if they can not retrieve the needed information in a dictionary. This strategy seems not to be directly related to dictionary strategy use, but this can be indirect one. As was already mentioned, among various English learning materials, dictionaries are the most accessible source for students. Namely, dictionaries are the easiest and fastest English learning instruments for them. So, when they can not find the information from dictionaries, the next step they can take is to ask for help from teachers or friends because they are the second source of solution. This seems to be the best alternative as EFL learners. In short, this method seems to be all they can rely on as learners under these circumstances.

Third, survey respondents checked out meanings right away in a dictionary whenever they came across an unknown English word in reading. However, this finding is inconsistent with contextual guessing. That is, in general, English teachers highly recommend contextual guessing when students encounter unknown English words. In spite of this recommendation, most students tend to rely on dictionaries every time they meet uncertain English words. This phenomenon might result from two reasons. One is that no matter how rich the context is,

vocabulary learning does not usually occur through a single reading context. Clearly, students should be exposed to a word repeatedly in multiple contexts to learn new vocabulary items (Carrell, 1984). The other is that they do not need to rack their brains because they can use dictionaries anytime they want. So, they do not have any reason to guess from the context. This method saves time and energy.

Fourth, Korean EFL learners tried to learn the word by heart at the same time when consulting dictionaries. This finding might imply that Korean EFL learners do not have enough time to study English vocabulary. Generally speaking, most Korean students go to school early in the morning and stay there all day long. After school, they go to private institutes and study there by midnight. Under these educational surroundings, it does not seem that they have time to study alone. But they know that English vocabulary is the first requirement for studying English. Thus, they intend to spend a lot of time studying English vocabulary, but lack of enough time made learners employ this strategy. This strategy can also be the thing that learners can achieve a maximum efficiency with a minimum effort.

Fifth, survey participants used paper or electronic Korean-English dictionaries to find out the English equivalents for Korean expressions every time they do not know how to express in English. As stated already, although Korean EFL learners heavily rely on English-Korean dictionaries, when they engage in English composition, they favor Korean-English dictionaries. This seems a natural phenomenon because students learn English as a foreign language. This result is due to Korean EFL learners' perception that Korean and English have one-to-one correspondence. Thus, when they write compositions in English, they first think in Korean and then change them into English.

Sixth, Korean EFL learners indicated that they try to select one most suitable sense to understand the text they are reading if dictionaries give several meanings for an English word they are looking up. Even though they strive to choose one most suitable meaning, according to the result of EDUQ, they have difficulty finding out an exact definition among several meanings for an English word. After all, they fail to discover the meaning of a word, so they tend to use the first word meaning supplied in the dictionaries.

Seventh, Korean EFL learners indicated that they underline, circle, or highlight example sentences when consulting dictionaries. This truly reflects the belief that it is necessary to read example sentences when looking up dictionaries in BAEDQ. This finding is also consistent with Harvey and Yuill (1997). They

found that the students benefit from the real examples from the corpus. In this manner, example sentences provide learners who are not familiar with L2 with usage or illustrations and they can get help from example sentences. That is why Korean L2 learners frequently employ this strategy.

Eighth, Korean L2 learners used word meanings or example sentences checked out from a dictionary. Especially, dictionary compilers or publishers need to keep this result in mind. Because students have a tendency to believe all information in the dictionaries, if dictionaries provide students with false or wrong information, it might give them a fatal blow.

Ninth, Korean EFL learners wrote the Korean glosses of the word in the margins of the passage after checking out the meanings from a dictionary. This result coincides with Holley's (1971) study, investigating the acquisition of German reading vocabulary in the advanced foreign language class. In his study, students indicated a positive attitude toward glosses in two respects. First, they felt glosses facilitated reading. Second, they felt that glosses tended to aid vocabulary learning. Besides, this finding seems to result from two reasons. First, this strategy may be helpful to make learners confirm the definition of English word and help them memorize it efficiently. Second, this would be effective to lead English reading.

Lastly, survey participants responded that they try to read all word meanings when consulting dictionaries. The reason for this result seems to be twofold. Firstly, they definitely have limited L2 knowledge. Secondly, an English word has several meanings, so L2 learners need to know all sense of words. However, it is strange that this strategy is not the most frequently used strategy even if it is important for learners to know all definitions of word. This phenomenon might result from weak correspondence between belief and practice.

2) The Most Helpful English Dictionary Strategies by Korean EFL Learners

Now, turning our discussion to strategy helpfulness, table 4 presents the ten most helpful English dictionary strategies perceived by Korean EFL learners. As illustrated in Table 4, the ten most helpful English dictionary strategies by Korean EFL learners are, in the descending order of '1, 7, 15, 12, 13, 17, 18, 2, 14, and 11'.

First of all, Korean EFL learners perceived that the most helpful English dictionary strategy is to write unknown English words and phonetic symbols in the margin. Regarding pronunciation, as shown in BAEDQ, electronic dictionaries

Table 4
The Helpfulness Perception of English Dictionary Strategies by Korean EFL Learners

	Item description	%
1	I look up unknown words and write phonetic symbols.	64.3
2	I make a mark beside the headword in a dictionary when looking up an English word.	55.2
3	I underline, circle, or highlight an English word.	30.9
4	I underline, circle, or highlight English example sentences.	41.0
5	I try to learn the word by heart at the same time when looking up an English word in a dictionary.	50.1
6	I try to read all English word meanings when looking up an English word in a dictionary.	51.7
7	I try to read all the example sentences when looking up an English word in a dictionary.	63.3
8	Whenever I do not know how to write in English, I use a paper or electronic Korean-English dictionary.	43.2
9	I check out meanings of an English word from a dictionary and write the English glosses in the margins of the passage.	40.9
10	Whenever I encounter an unknown English, I check out its meanings right away.	33.1
11	I ask for help from English teachers or classmates if I can not find the needed information in a dictionary.	52.7
12	I keep additional notebook to study English words or phrases from dictionaries.	57.9
13	I use different dictionaries according to different learning situations or learning tasks.	56.7
14	I keep searching other dictionaries if I can not find the suitable meaning in one dictionary to fit into a reading context.	50.4
15	In writing English, after checking out the English words from Korean-English dictionary, I keep checking in an English-English or English-Korean dictionary.	60.1
16	In writing English, I use word definitions or example sentences checked out from a dictionary.	41.9
17	In writing English, I search for synonyms to avoid repeating an English word.	56.6
18	Although I am familiar with English words, I look them up dictionaries to make sure of usage.	56.3
19	I try to select one most suitable meaning to understand the text if English dictionary gives several meanings for an English word.	37.7

Note. N=900.

with built-in vocal function were well thought of. In light of this, they perceived it beneficial to write pronunciation.

The second helpful English dictionary strategy by Korean EFL learners was to try to read all example sentences when consulting dictionaries. Most Korean EFL

learners think example sentences are one of the most important parts in dictionaries. We can find this result in BAEDQ, but this strategy was not included in the ten most frequently used English dictionary strategies. In other words, although 63.3 percent of the respondents showed that it is helpful to read example sentences, in reality, only 8.8 percent of the participants (in Table 5) read example sentences. The reason seems to be that English word meaning is all that they want from dictionaries and it is annoying to read all example sentences. Thus, when they consult dictionaries, they only tend to glance word meanings and do not read example sentences. Because of this, the percent of reading example sentences was low even though they regarded it as a beneficial way.

Third, Korean EFL learners perceived that it is useful to check out the English words from Korean-English dictionaries in writing English and then keep consulting in English-English or English-Korean dictionaries. This also shows a wide gap between use and helpfulness. That is, 60.1 percent of the survey participants (in Table 4) regarded this as a helpful English dictionary strategy. However, this was not included in the ten most frequently used English dictionary strategies. The reason for this seems to be that they regard looking up words in dictionaries as a tedious task. Most Korean EFL learners tend to use Korean-English dictionaries in writing English. Another reason seems to be that English is not their mother tongue. So they might feel uneasy if they use English-English or English-Korean dictionaries in writing English. Reversely, when they utilize Korean-English dictionaries in writing, it makes learners feel comfortable and help them make rapid progress.

Fourth, Korean EFL learners thought that it is helpful to keep an additional notebook to study English words from dictionaries (57.9% in Table 4). But, in actual use, this strategy was not included in the ten most frequently used English dictionary strategies.

Fifth, Korean EFL learners indicated that it is beneficial to use different dictionaries according to learning situations or learning tasks. This result suggests that they actually do not use dictionaries compatible with learning situations or tasks. This phenomenon may result from several reasons. As stated above, one is that it is bothersome to consult dictionaries. Another is that they do not know which dictionaries they need to consult for the purpose because they were not taught. The other is that there are not many dictionaries according to learning situations or learning tasks.

Sixth, survey respondents thought that it is helpful to search for synonyms to avoid repeating an English word when writing English. Like other helpful

perceived English dictionary strategies, this has a difference between use and helpfulness.

Seventh, survey participants looked up words in the dictionaries to make sure of usage even though they are familiar with them. This might result from two reasons. One is that learners do not have confidence in English words. The other is that the process of lookup is beneficial to retrieve the information of the words. There is also a gap between use and helpfulness perception. Namely, even though 56.3 percent of students considered it helpful, this strategy was not included in the ten most frequently used English dictionary strategies.

Eighth, Korean EFL learners thought it to be helpful to make a mark beside the headword. However, it is strange that they considered this strategy helpful although they used this less frequently. This phenomenon might be due to incomprehensibility of the term, headword. To be specific, for students, the term, headword was not understandable, so when they were asked to indicate the frequency, they showed less frequency of this strategy. On the other hand, when they were asked to evaluate the helpfulness of this strategy, they seemed to think it important.

Ninth, survey respondents indicated that it is helpful to keep searching other dictionaries if they can not find the suitable meaning in one dictionary to fit into a reading context. This result seems to be due to several reasons. First, it is annoying to look up words in dictionaries. Second, it is time-consuming to keep searching other dictionaries. Third, learners do not know which dictionaries they need to refer to because they were not taught how to consult dictionaries. For these reasons, this strategy is not frequently used although learners perceived it helpful. However, it is beneficial to keep searching different dictionaries when learners can not find the needed information. Thus English teachers need to teach various kinds of dictionaries.

Lastly, Korean EFL learners considered it to be helpful to ask for help from English teachers or classmates if they can not retrieve the needed information in a dictionary. This strategy shows high percent in both use and helpfulness perceptions. As stated before, this strategy can be the second solution for learners when they do not find information they want from dictionaries. In short, even if there are plenty of English learning materials thanks to the advance of technology and internet, for students, dictionaries are the most accessible learning tools. So if they can not discover word definitions that they want from dictionaries, English teachers or friends can be English learning resources close at hand.

3. The Actual English Dictionary Use by Korean EFL Learners

Table 5 presents the actual English dictionary use questionnaire. First of all, Korean EFL learners were asked to estimate whether they had been taught how to consult dictionaries or not. As might have been expected, 62.8 percent of respondents responded that they had not been taught how to refer to dictionaries. Of course there were some learners who were taught how to consult dictionaries according to pilot study. But they learned from parents, brothers or sisters, not from formal school education. This strongly suggests that English education in Korea has ignored the teaching of dictionary use. This result confirms Herbst and Stein (1987). They surveyed 160 first year university EFL students and 60 English instructors at two German universities. Their results suggest that students received little training how to use dictionaries systematically and their competence and level of dictionary lookup skill was significantly low. They argued that dictionary user training has been discouraged in foreign language classrooms because of the instructors' emphasis on 'communicative skills'. However, in Korea, the reason for this phenomenon seems to be caused by the belief that dictionary use is a highly individual activity (Atkins & Varantola, 1997).

Second, regarding the frequency of dictionary use, the order of frequency in dictionary use by Korean EFL learners are, in the descending order of 'sometimes (32.4%), often (29.8%), seldom (17.8%), very often (16.3%) and never (3.7%)'. From this result, we can conclude that most Korean EFL learners sometimes use English dictionaries.

Third, Korean EFL learners used paper dictionaries actively. The next frequently used ones were 'electronic, online, cell phone, and CD-ROM dictionaries'. Even though most survey respondents used paper dictionaries, the percent difference between paper (39.9%) and electronic dictionaries (37.7%) was not very high.

Fourth, as illustrated in BAEDQ, here, in EDUQ, Korean EFL learners heavily relied on bilingual dictionaries, i.e., English-Korean dictionaries. This result is also consistent with Tomaszczayk's (1979) study. This, as was already mentioned, is also found in Jun-Eon Park's (2001) study of Korean EFL learners' vocabulary learning strategies. The next frequently used English dictionaries by Korean EFL learners are 'Korean-English dictionaries', 'English-English dictionaries', and 'English-English-Korean dictionaries'. Even though learners heavily rely on bilingual dictionaries at first, the reliance on bilingual dictionaries are on the decrease.

Table 5
The English Dictionary Use Questionnaire

English dictionary use questionnaire	
1. Have you ever learned how to consult dictionaries?	%
(1) Yes, I have learned how to consult dictionaries.	37.2
(2) No, I haven't learned how to consult dictionaries.	62.8
2. How often do you use your dictionary?	
(1) Never	3.7
(2) Seldom	17.8
(3) Sometimes	32.4
(4) Often	29.8
(5) Very often	16.3
3. What kind of dictionary do you use?	
(1) Paper Dictionaries	39.9
(2) Electronic Dictionaries	37.7
(3) CD-ROM Dictionaries	1.2
(4) On-line Dictionaries(e.g., daum, naver, etc.)	13.3
(5) Other type(e.g. cell phone dictionary)	2.9
(6) Never	5.0
4. More specifically, what type of dictionary do you use?	
(1) English-English	6.7
(2) English-Korean	68.1
(3) Korean-English	16.0
(4) English-English-Korean	3.3
(5) Never	5.9
5. What information do you look for in a dictionary? (Choose more than one)	
(1) Spelling	16.3
(2) Pronunciation	16.9
(3) Word meanings	34.7
(4) Grammar	2.9
(5) Synonyms, antonyms	5.1
(6) Idioms	7.3
(7) Collocations	.1
(8) Example sentences	8.8
(9) Word origins	.5
(10) Derivative words	.7
(11) Parts of speech	5.3
(12) Cultural notes	.3
(13) Picture illustrations	1.0
(14) Other information	.1
6. When do you use a dictionary?	
(1) writing	15.3
(2) reading	79.9
(3) speaking	3.8
(4) listening	1.0
7. Do you think it is helpful to use dictionaries? If you think so, tick Yes, if you do not, tick No. If you tick Yes, choose the reasons. (Select more than one)	

Yes, It is helpful to use dictionaries.	90.9
No, It is not helpful to use dictionaries.	9.9
(1) definite and detailed explanations	18.5
(2) word usage and example sentences	13.4
(3) easy, fast and convenient to use	16.7
(4) including English headwords	6.9
(5) direct and useful Korean meanings	12.1
(6) useful Korean/English meaning	10.6
(7) supplied English word pronunciation	13.3
(8) lookup process is helpful to retrieve words	6.6
(9) useful picture illustrations	2.1
8. Do you have any difficulties when consulting dictionaries? (Choose more than one).	
(1) can not find the words that I intended to look for in a dictionary	21.8
(2) can not distinguish right meanings	19.7
(3) vague word definitions	16.6
(4) can not understand phonetic symbols/ pronunciation information	16.7
(5) few example sentences	9.8
(6) can not understand word usage or grammatical information	14.4
(7) others	1.1

Fifth, survey respondents were asked to indicate what sort of information they look for in the dictionaries. The information Korean EFL learners search for in the dictionaries are in the descending order of 'word meanings', 'pronunciation', 'spelling', 'example sentences', 'idioms', 'parts of speech', 'synonyms/antonyms', and so on. This finding reflects the belief in BAEDQ that it is very important to tap as much information from dictionaries as possible. Korean L2 learners desire to draw much information in dictionaries, but the most desirable information from dictionaries is a definition of the word (item 5 in Table 5). This result is similar to Diab and Hamdan's (1999) study of Jordanian Arab university students' use of English dictionaries in a reading assignment. They found that the subjects' prime motive for dictionary reference was gaining meaning and pronunciation of general words in a reading text. One striking finding here is that Korean L2 learners are eager to find out example sentences than grammar information from the dictionaries. Another noticeable finding is that no one looks for collocations in the dictionary.

Sixth, concerning four language skills, 79.9 percent of participants indicated that they use dictionaries in reading. In Kent's (2001) study, students were asked to estimate the percent of time they spent using their dictionary for listening, reading, speaking and writing tasks. Students indicated a higher reliance on their dictionaries when attempting to communicate in the target language in written form than in spoken form. As shown in BAEDQ, Korean EFL learners believed

that dictionaries help more in reading than in writing English. And they tend to check English dictionaries when they encounter unknown English words in reading. The next often used language skills by Korean EFL learners are 'writing, speaking and listening'.

Seventh, in relation to the helpfulness of dictionary use, 91.9 percent of Korean EFL learners perceived that it is beneficial to use English dictionaries. And Korean L2 learners were asked to estimate the reason why it is beneficial to use dictionaries. The first reason for this is 'definite and detailed explanations'. Other reasons are as follows: 'easy, fast and convenient to use', 'supplied English word pronunciation', 'word usage and example sentences', 'direct and useful Korean meanings', 'useful Korean/English meaning', 'lookup process is helpful to retrieve words', 'including English headwords', and 'useful picture illustrations'. One interesting thing is that 'useful picture illustration' is the least preferred reason by Korean EFL learners. However, according to Schmitt's (1997) study, Japanese learners perceive that analyzing pictures or gestures are beneficial, whereas Korean L2 learners do not consider it helpful.

Lastly, Korean EFL learners were asked to indicate what their biggest difficulties are when consulting English dictionaries. The first difficulty they experience is that they can not find the words that they intended to look for in a dictionary (21.8%). Many Korean L2 learners have experienced this case. Especially, the words that learners can not find in a dictionary is related to derivatives and newly coined words. Thus, dictionary compilers or dictionary publishers need to deal with derivatives as individual words when developing dictionaries. The second problem is that they can not find out correct meanings (19.7%). This result might be in contrast with EDSQ result. In other words, in EDSQ, learners tried to select one most suitable sense to understand the text they are reading if dictionaries give several meanings for an English word. But, in spite of their effort, Korean EFL learners have difficulty discerning correct English word meanings. The third difficulty is that they can not understand pronunciation information (16.7%). This result is inconsistent with the belief in BAEDQ. In BAEDQ, Korean EFL learners positively agreed the importance of English pronunciation. Nevertheless, there are students who do not understand pronunciation information. This result seems to be that they were not taught the dictionary use. Besides, the phonetic symbols look difficult and complicated for learners. For these reasons, students are disinclined to learn it. The fourth trouble is vague word definitions (16.5%). Korean L2 learners complained that English word definitions are not clear in a dictionary. Other problems are that they can

not understand word usage or grammatical information (14.4%) and few example sentences (9.8%).

V. CONCLUSIONS AND IMPLICATIONS

In this study, the researcher has discussed Korean EFL learners' use of dictionaries: their beliefs about dictionaries, lookup strategies, and actual use. From an analysis of the surveys, we saw that Korean L2 learners believe electronic dictionaries with built-in vocal function help to improve English pronunciation and they heavily rely on bilingual dictionaries to discover the meaning of a new English word. The fundamental reason for this seems to be that they are studying English as a foreign language, not as a second language. Under these surroundings, these findings seem to be anticipated. Also, bilingual dictionaries provide learners with their mother tongue translation, making them feel less burdensome of English and help them understand better.

With regard to the frequently used dictionary strategies, the most frequently used strategy is to underline an English word. This result seems to be that learners can use this very easily without being taught how to consult dictionaries. Korean EFL learners favor strategies not involving elaborate, complicated, and mental work. On the other hand, the most helpful perceived dictionary strategy is to write the unknown English words and phonetic symbols. It can be inferred from this result that learners consider pronunciation is the first prerequisite in English proficiency. Others are to read all example sentences, to keep additional notebook, to use different dictionaries compatible with learning situations or learning tasks, and the like. Korea L2 learners perceive strategies involving more elaborate, complicated, and mental work to be helpful.

Lastly, in actual dictionary use, Korean L2 learners were not taught how to consult dictionaries. And they prefer electronic dictionaries and try to look for various information when consulting dictionaries. However, the most desirable information is a definition of the word. They also often use dictionaries in reading and writing and encounter some difficulties in using dictionaries.

The present research will provide some implications to assist curriculum developers, policy makers, English dictionary compilers or publishers, and English teachers. This study is significant because this kind of research has not been performed lively in Korea. Besides, through this study, we can find learners' beliefs about dictionaries, dictionary strategies use, and actual English dictionary

use indirectly. Furthermore, this study can serve as a momentum to facilitate the right dictionary use. Especially, there are two branches for pedagogical implications. One is for English dictionary compilation, and the other is for English education. In terms of English dictionary compilation, the findings of the current study suggest two implications. First, all English dictionaries for learners should be based on EFL learners' ability. According to BAEDQ result, Korean EFL learners thought that learners should use dictionaries suitable for their English levels. It can be inferred from this result that learners do not use dictionaries compatible with English proficiency and there are not many dictionaries that meet learners' ability on the market. Second, English dictionary compilers need to include clear explanations word usage or grammatical information as well as a definition of the word in a dictionary. Dictionaries, also, should be dealt with various example sentences. According to EDUQ result, Korean L2 learners responded that they can not distinguish a definition of a word and understand word usage or grammatical information. Besides, they complained that there is few example sentences in a dictionary. Therefore, it is necessary for dictionary publishers to pay more attention to the contents of a dictionary.

Regarding English education, first and foremost, the teaching of dictionary use should be involved in English curriculum. And English curriculum lessons should have enough time to teach how to consult dictionaries, so students can receive training how to use dictionaries properly and thoroughly. In addition, English classrooms should be equipped with various kinds of dictionaries such as monolingual dictionary, i.e., English-English dictionary, collocations dictionary (e.g. BBI and Oxford collocation dictionary), synonym dictionary, and so on. Furthermore, we need to view looking up English dictionaries in a new light before teaching how to consult dictionaries. Although most students think English dictionary itself is very useful, the dictionary look-up process is regarded as burdensomeness. Therefore, through the teaching of dictionary use, teachers need to change learners' negative beliefs about consulting dictionaries and can help students increase their English vocabulary and enhance their English proficiency in the end.

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