

TEACHERS' BELIEFS ABOUT DICTIONARY USE INSIDE THE CLASSROOM

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Abstract

The use of dictionary in learning a foreign language can be ignored by language teachers inside the classroom. The present study, therefore, attempted to explore teachers' perceptions and beliefs on dictionary use inside the classroom by the students. The study was conducted on EFL teachers in tertiary level. The data were collected quantitatively and qualitatively through questionnaire and semi-structured interviews. 25 teachers completed the questionnaire and five teachers were selected for the interview. The results showed that EFL teachers held different perceptions on the role of dictionary in their learning and teaching experiences. Moreover, the interviewees provided interesting insights in relation to their students' vocabulary learning strategies (VLS) when obtaining meaning of unknown words.

Biography

I currently work as assistant professor at College of Applied Health Sciences, Qassim University. In addition to teaching, I also work as deputy dean for planning, development and quality assurance in the College of Applied Health Sciences, Qassim University. I obtained my Doctor of Philosophy (PhD) in Education, (TESOL) from School of Education, University of Exeter, England. I'm interested in language learning strategies and particularly in vocabulary learning strategies. I participated in some of the international conferences where I presented my work in learners' dictionary use strategies.