**THE DICTIONARY USE AMONG
GENERATION Z STUDENTS OF
ENGLISH: A SURVEY STUDY**

Merve AYÇİÇEK

**Master's Thesis
English Language and Literature
Assist. Prof. Cansu GÜR
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TEZ BEYAN FORMU

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

BİLDİRİM

Atatürk Üniversitesi Lisansüstü Eğitim ve Öğretim Uygulama Esaslarının ilgili maddelerine göre hazırlamış olduğum "**The Dictionary Use among Generation Z Students of English: A Survey Study** " adlı tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım.
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14 / 09 /2023

Aslı ıslak imzalıdır

Merve AYÇİÇEK

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* **LİSANSÜSTÜ TEZLERİN ELEKTRONİK ORTAMDA TOPLANMASI, DÜZENLENMESİ VE ERİŞİME AÇILMASINA İLİŞKİN YÖNERGE**
....
ÜÇÜNCÜ BÖLÜM
Çeşitli ve Son Hükümler
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EXTENDED ABSTRACT

MASTER'S THESIS

THE DICTIONARY USE AMONG GENERATION Z STUDENTS OF ENGLISH: A SURVEY STUDY

Merve AYÇİÇEK

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Dictionaries are indispensable tools for language learning. They are significant references for learning unknown vocabulary and developing language skills. Today, every area of life has been changing rapidly with technology. In such a rapidly changing world, it is inevitable to witness changes in the dictionary behaviors of today's generation. In the context of dictionary use, one primary problem with Generation Z is that it is not certain what they know about the use of dictionaries and how practical the dictionaries they prefer are. Another challenging problem is to what extent they are adequate while consulting dictionaries and whether they are aware of the richness of dictionaries. Relatedly, to our knowledge, no study has yielded the dictionary behaviors of Generation Z learners of English at the university level. Thus, the aim of the present study is to investigate the dictionary use of Generation Z students of English in Turkey at the university level. More specifically, this thesis explores the behaviors and attitudes of Turkish university preparatory-class students towards dictionaries. The research questions expected to be answered through the present study are the following:

1. How are the behaviors and attitudes of Generation Z students of English towards printed dictionaries?

2. How are the behaviors and attitudes of Generation Z students of English towards electronic dictionaries?

3. How are the behaviors and attitudes of Generation Z students of English towards dictionary use in general?

This study is based on a survey study to investigate the behaviors and attitudes of Generation Z towards dictionaries. A questionnaire survey was used to collect the data for the present research. It consisted of two parts: multiple-choice questions and a 5-point Likert-scale questionnaire. The questionnaire totally consisted of 43 items, including age, gender, and department. The first 17 items included multiple-choice questions. The rest of the questions (23 items) were the Likert scale statements. In this study, 112 students participated in the questionnaire survey. The participants of the study consist of 74 female and 38 male students. When evaluated in terms of age, all participants are in the Generation Z age range. The vast majority of participants are between the ages of 18 – 21. Only 5 participants are between the ages of 22 – 25. The study was conducted with the students of Generation Z who study at the departments whose language of instruction is English at Atatürk University in Erzurum / Turkey. The survey was applied to preparatory-class students studying in four different departments of Atatürk University in Turkey: American Culture and Literature, English Language and Literature, English Language Teaching, English Translation and Interpreting. The data obtained from the survey was recorded in the SPSS program. In the analysis of the data, descriptive statistics such as frequency distributions, percentages, averages, standard deviation values of the answers given by the participants, analyses of the reliability and validity of the scale, and some demographic characteristics were tested through the SPSS 25.0 (IBM SPSS 25.0 Corp. Inc) program.

In terms of the first research question *How are the behaviors and attitudes of Generation Z students of English towards printed dictionaries?*, the data obtained from this research displayed that the majority of participants acquired their first dictionaries during their elementary school years and started using them during the same period. Their preferences regarding printed dictionaries are for bilingual ones, and most participants also stated that bilingual dictionaries were the most useful type. Additionally, many students mentioned that they chose dictionaries based on their own needs. However, despite the fact that most students had at least one printed dictionary, the number of students who read the appendices section was in the minority. Also, the majority of students knew how to use IPA. The data obtained from this analysis demonstrated that students have still used printed dictionaries although they are not satisfied with the speed

of accessing words in printed dictionaries. Also, even when using printed dictionaries, they preferred using bilingual dictionaries over monolingual ones, thus indicating their desire to access information quickly.

As for the second research question, *What are the behaviors and attitudes of Generation Z students of English towards electronic dictionaries?,* the data obtained from this research showed that Generation Z students of English mostly preferred electronic dictionaries, and while using electronic dictionaries, they chose bilingual dictionaries. In line with the characteristics of Generation Z, this result indicates that Generation Z uses electronic dictionaries for quick access to words and easy access to information. The feature of listening to the pronunciation of words, which is not available in printed dictionaries, has indeed been the most preferred feature of electronic dictionaries for Generation Z.

In terms of the third research question *How are the behaviors and attitudes of Generation Z students of English towards dictionary use in general?*, Generation Z students of English prefer using electronic dictionaries to printed dictionaries since they believe that using electronic dictionaries saves time. Additionally, they think that dictionaries are beneficial and necessary because they help them improve their language skills while learning English. Last but not least, Generation Z students of English are of the opinion that they know how to use dictionaries. Thus, they are satisfied with their reference skills. Functionally, the results of the present study are believed to offer significant insights into the dictionary use among Generation Z students. This study is also expected to make an essential contribution to the field of dictionary research.

Keywords: dictionary use, dictionary research, Generation Z, students of English, preparatory class, survey study

GENİŞLETİLMİŞ ÖZET

YÜKSEK LİSANS TEZİ

Z KUŞAĞI İNGİLİZCE ÖĞRENCİLERİNİN SÖZLÜK KULLANIMI: BİR ANKET ÇALIŞMASI

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2023, 57 Sayfa

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Sözlükler dil öğreniminin vazgeçilmez araçlarıdır. Ayrıca bilinmeyen kelimeleri öğrenmek ve dil becerilerini geliştirmek için de önemli referanslardır. Günümüzde teknolojiyle birlikte yaşamın her alanı hızla değişmektedir. Hızla değişen dünyada günümüz kuşağının sözlük davranışlarında da değişimlere tanık olmak kaçınılmazdır. Sözlük kullanımında Z kuşağının en temel sorunlarından biri sözlük kullanımı hakkında ne bildikleri ve ne tercih ettikleri, ayrıca sözlüklerin ne kadar pratik olduğu konusunda bilgilerinin olup olmadığıdır. Bir diğer başlıca sorun ise sözlüklere başvururken ne kadar yeterli oldukları ve sözlüklerin zenginliğinin farkında olup olmadıklarıdır. Buna bağlı olarak bildiğimiz kadarıyla üniversite düzeyinde Z kuşağı İngilizce öğrencilerin sözlük davranışlarını ortaya koyan bir çalışma bulunmamaktadır. Bu nedenle bu çalışmanın amacı, Türkiye'deki Z Kuşağı İngilizce öğrencilerinin sözlük kullanımını üniversite düzeyinde araştırmaktır. Daha spesifik olarak bu tez, Türk üniversite hazırlık sınıfı öğrencilerinin ihtiyaçları, tercihleri, tutumları ve davranışları gibi sözlük kullanma kültürlerini incelemektedir. Bu bilgileri ölçmesi amacıyla araştırmada cevaplanması beklenen araştırma soruları şunlardır:

1. Z kuşağı İngilizce öğrencilerinin basılı sözlüklere yönelik davranış ve tutumları nasıldır?

2. Z kuşağı İngilizce öğrencilerinin elektronik sözlüklere yönelik davranış ve tutumları nasıldır?

3. Z kuşağı İngilizce öğrencilerinin sözlük kullanımına yönelik davranış ve tutumları genel olarak nasıldır?

Bu çalışma, Z kuşağının sözlük kullanımını araştırmaya yönelik bir anket çalışmasına dayanmaktadır. Anket çoktan seçmeli soruların olduğu ve 5'li Likert ölçekli anketin bulunduğu iki bölümden oluşmaktadır. Anket yaş, cinsiyet ve öğrencilerin hangi bölümden olduğunu da gösteren toplam 43 maddeden oluşmuştur. İlk 17 madde çoktan seçmeli sorulardan oluşmaktadır. Soruların geri kalanı (23 madde) Likert ölçeğindeki ifadelerden oluşmaktadır. Bu anket çalışmasına 112 öğrenci katılmıştır. Araştırmanın katılımcılarını 74 kadın ve 38 erkek öğrenci oluşturmaktadır. Yaş açısından değerlendirildiğinde katılımcıların tamamı Z kuşağı öğrencilerinden oluşmaktadır. Katılımcıların büyük çoğunluğu 18-21, 5 katılımcı 22-25 yaş aralığındadır. Araştırma, Atatürk Üniversitesi'nin eğitim dili İngilizce olan bölümlerinde öğrenim gören Z kuşağı öğrencileriyle gerçekleştirilmiştir. Anket, Amerikan Kültürü ve Edebiyatı, İngiliz Dili ve Edebiyatı, İngilizce Öğretmenliği, Mütercim Tercümanlık olmak üzere dört farklı bölümde öğrenim gören hazırlık sınıfı öğrencilerine uygulanmıştır. Anketten elde edilen bilgiler SPSS programına kaydedilmiştir. Verilerin analizinde katılımcıların verdikleri yanıtlara ait frekans dağılımları, yüzdeler, ortalamalar, standart sapma değerleri gibi tanımlayıcı istatistikler, ölçeğin güvenirlik ve geçerliliğine ait güvenirlik analizleri ve bazı demografik özellikler SPSS 25,0 (IBM SPSS 25,0 Corp. Inc) programı vasıtasıyla ölçülmüştür.

Birinci araştırma sorusu olan *Z Kuşağı İngilizce öğrencilerinin basılı sözlüklere yönelik davranış ve tutumları nasıldır?* sorusuna yönelik yanıtlara bakıldığında, katılımcıların çoğunluğu ilk sözlüklerini ilkokul yıllarında edinmiş ve aynı dönemde kullanmaya başlamıştır. Basılı sözlük konusundaki tercihlerinin iki dilli sözlüklerden yana olmasının yanında, katılımcıların çoğu iki dilli sözlüklerin en kullanışlı tür olduğunu belirtmiştir. Ayrıca birçok öğrenci sözlükleri kendi ihtiyaçları doğrultusunda seçtiklerini ifade etmiştir. Ancak çoğu öğrencinin en az bir basılı sözlüğü olmasına rağmen ekler bölümünü okuyan öğrenci sayısı azınlıkta kalmıştır. Ayrıca öğrencilerin çoğunluğu Uluslararası Fonetik Alfabesinin nasıl kullanılacağını bildiklerini belirtmişlerdir. Bu analizden elde edilen veriler, öğrencilerin basılı sözlüklerdeki kelimelere erişim hızından memnun olmasalar da hâlâ basılı sözlükleri kullandıklarını ortaya koymuştur. Ayrıca, basılı sözlükleri kullanırken bile tek dilli sözlükler yerine iki dilli sözlükleri tercih etmeleri bilgiye hızlı erişim istediklerini göstermektedir.

İkinci araştırma sorusu *olan Z Kuşağı İngilizce öğrencilerinin elektronik sözlüklere yönelik davranış ve tutumları nasıldır?* sorusuna yönelik yanıtlara gelince, bu araştırmadan elde edilen veriler Z Kuşağı İngilizce öğrencilerinin çoğunlukla elektronik sözlükleri, elektronik sözlükleri kullanırken ise iki dilli sözlükleri tercih ettiklerini göstermiştir. Bu sonuç, Z Kuşağının kelimelere ve bilgiye hızlı ve kolay erişim için elektronik sözlükleri kullandığını göstermektedir. Basılı sözlüklerde bulunmayan kelimelerin telaffuzunu dinleme özelliği, Z kuşağının sözlük kullanımında elektronik sözlüklerin en çok tercih ettiği özelliği olmuştur.

Üçüncü araştırma sorusu olan *Z Kuşağı İngilizce öğrencilerinin sözlük kullanımına yönelik davranış ve tutumları genel olarak nasıldır?* sorusuna yönelik yanıtlara ilişkin olarak, Z Kuşağı İngilizce öğrencileri, elektronik sözlük kullanmanın zaman tasarrufu sağladığına inandıkları için basılı sözlüklerdense elektronik sözlük kullanmayı tercih etmektedirler. Ayrıca, sözlüklerin İngilizce öğrenirken dil becerilerini geliştirmelerine yardımcı olması nedeniyle faydalı ve gerekli olduğunu düşünmektedirler. Son olarak, Z kuşağı İngilizce öğrencileri sözlükleri nasıl kullanacaklarını bildiklerini düşünmektedirler. Sonuç olarak öğrenciler referans becerilerinden memnundurlar. İşlevsel olarak, bu çalışmanın sonuçlarının Z Kuşağı öğrencilerinin sözlük kullanımına ilişkin önemli bilgiler sunduğuna inanılmaktadır. Bu çalışmanın aynı zamanda sözlük araştırmaları alanına da önemli bir katkı sağlaması beklenmektedir.

Anahtar Kelimeler: sözlük kullanımı, sözlük araştırması, Z kuşağı, İngilizce öğrencileri, hazırlık sınıfı, anket çalışması

ACKNOWLEDGMENTS

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CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

One of the most crucial difference between humans and other creatures is the fact that people can talk. Since the world existed, people have been communicating verbally or in writing. There is no clear evidence of how languages exist at the same time when languages become different or when people need to learn other languages (Bickerton, 1990). Communities that speak different languages come into contact with each other and want to learn each other's languages, which may lead to the creation of dictionaries. The power of words is essential for language learning; thus, using a dictionary is indispensable for students in foreign language learning. It provides access to a considerable number of words used in a language. It also helps learners see the word's phonetics, pronunciation, and an example sentence while learning a word.

The pace of change in the learning and teaching environment created by the developing technology of the 21st century has also affected the use of a dictionary (Hakim, Abidin, & Bahari, 2018). With Generation Z, the usage of a dictionary has shifted to electronic dictionaries instead of traditional dictionary use (Hakim, Abidin, & Bahari, 2018). Although there are many dictionary models, electronic dictionaries are a part of our changing and technologically growing world. The rapid emergence and evolution of technology have significantly impacted the way language is used. As a result, online dictionaries were created to enable users to quickly and seamlessly access dictionary content through the Internet.

A dictionary can be defined as a reference source in print or electronic form containing words usually alphabetically arranged along with information about their forms, pronunciation, functions, etymologies, meanings, and syntactic and idiomatic uses (Merriam-Webster Dictionary). There are many types of dictionaries, such as monolingual, bilingual, electronic, etymological, and pocket dictionaries. Dictionaries generally provide information on the meaning, spelling, pronunciation, and word origin, and a qualified dictionary also contains additional information regarding grammar and

usage, synonyms, word origin, and the differences between spoken and written language (Lew & Schryver, 2014). They are the most successful and essential tools for language learning (Li, 1998).

1.2. STATEMENT OF THE PROBLEM

Words are the keys that people use to express themselves verbally. Therefore, vocabulary learning is important in learning a foreign language. The primary reference for developing this skill is dictionaries. When learners need a reference for reliable information about the meaning of an unknown word, an English dictionary is the filler (Ryu, 2006). In recent years, the development of technology has led to the transfer of written texts, including dictionaries to the Internet. The arrival of electronic dictionaries has been making a palpable effect in the dictionary setting by evenly yet severely changing users' weaknesses and patterns of vocabulary use and has drawn increasing consideration from lexicographers, researchers, and dialect teachers worldwide (Rezaei & Davoudi, 2016).

In the context of dictionary use, one primary problem with Generation Z is that it is not certain what they know about the use of dictionaries and how practical the dictionaries they prefer are. Another challenging problem is to what extent they are adequate while consulting dictionaries and whether they are aware of the richness of dictionaries. Relatedly, to our knowledge, no study has yielded the dictionary behaviors of Generation Z learners of English at the university level.

1.3. PURPOSE OF THE STUDY

Dictionaries are indispensable helping tools for learning a foreign language. However, with the new era, the perspective on dictionaries and usage of dictionaries are changed by technology (Hakim, Abidin & Bahari, 2018). The present study is designed to investigate the dictionary culture of Generation Z students of English in Turkey at the university level. Thus, this study aims to examine the needs, habits, and preferences of this generation about dictionary use. In this way, it will shed light on the place of dictionaries in foreign language learning at present and the dictionary culture of Generation Z in a technologically developing and rapidly changing world.

The reason for focusing on Generation Z is to reveal how much the youth has changed with technology in terms of dictionary use. Dictionaries are influential pedagogical tools in language learning. Additionally, they are references for learning unknown vocabulary and developing language skills. Today, every area of life is changing rapidly with technology, which also applies to language learning. More specifically, it is inevitable to witness changes in the dictionary habits of the new generation, that is, Generation Z.

1.4. RESEARCH QUESTIONS

The aim of the present study is to explore the dictionary use among Generation Z students of English. The research questions expected to be answered through the present study are the following:

- o How are the behaviors and attitudes of Generation Z students of English towards printed dictionaries?
- o How are the behaviors and attitudes of Generation Z students of English towards electronic dictionaries?
- o How are the behaviors and attitudes of Generation Z students of English towards dictionary use in general?

1.5. SIGNIFICANCE OF THE STUDY

The most basic aspect of language learning is learning vocabulary. Language and vocabulary learning are inseparable. Dictionaries are indispensable tools for creating this building block. With the technology change, dictionaries have changed, and the new generation has started using dictionaries differently. Many language learners need to be made aware of how they use a dictionary (Wingate, 2004). There are studies (e.g. Dziemianko, 2012; Koyama & Takeuchi, 2003) comparing printed and electronic dictionaries for dictionary use; however, there needs to be more research on the dictionary use of Generation Z, which is the link between the old generation and technology. Dictionary research not only focuses on how language is learned but also emphasizes whether the language is learned correctly and effectively (Tono, 2012). Instead of the old

methods, methods suitable for the researched Generation Z can be produced, and new research can be directed.

As there have been changes in every field with technological developments, there have also been changes in attitudes, behaviors, and habits towards dictionaries. For instance, mobile devices are widely used in learning due to their accessibility and portability; many young learners prefer to use them (Kacetly & Klímová, 2019). In many studies (e.g., Chen, 2010; Bingöl, 2006) the differences between electronic dictionaries and printed dictionaries have been mentioned. Furthermore, some studies combined these two and conducted studies in a comparative way (e.g., Koyama & Takeuchi, 2003; Lo, 2015). Nevertheless, to the best of our knowledge, detailed research has yet to be found on the use of dictionaries by Generation Z Turkish students of English. In the present study, research will be conducted with university English preparatory class students studying in Turkey, and the perspectives of this age group on the dictionary will be examined.

The primary purpose of this study is to gain insights into the dictionary culture of Generation Z. The findings are expected to make an essential contribution to the field of dictionary research. Generation Z is a topic that has been on the agenda a lot lately, but it needs to be researched more (Akbaş et al., 2022). This study is carried out to capture the dynamics of today's age and examine the subjects' perspectives.

1.6. OUTLINE OF THE STUDY

This thesis examines the dictionary culture of Generation Z. More specifically, the purpose of this study is to investigate the needs, habits, and behaviors in using English dictionaries of this generation studying in English preparatory classes. In this chapter, the background information has been presented, and the problem has been explained. A statement of the problem and the purpose of the study have been defined. Lastly, the research questions and significance of the study have been outlined.

Chapter 2, Literature Review gives an overview of the literature concerning the present study. Lexicography and its subfields as well as dictionaries and dictionary types

are clarified. At the end of the part, a discussion of previous research on dictionary use and general information about Generation Z are given.

Chapter 3, Methodology provides information about the general methodology of the research reported in the present thesis. The material used in the research, the participants, and the data collection procedure are described in detail in this chapter.

Chapter 4, Results presents data analyses under the subsections that overlap with the research questions. The behaviors and attitudes of Generation Z students towards printed dictionaries, the behaviors and attitudes of Generation Z students towards electronic dictionaries, and the behaviors and attitudes of Generation Z students towards dictionary use in general are analyzed respectively.

Chapter 5, Conclusion summarizes the present study and discusses the findings of this research. It provides a discussion of the conclusions that can be obtained from the present study by comparing them with those of the previous research. The chapter ends with the limitations of the study and the suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter gives a literature review regarding the present study. Lexicography and its subfields are explained, and dictionaries and dictionary types are clarified. Further, previous research on dictionary use is discussed. At the end of the chapter, general information about Generation Z is given.

2.2. LEXICOGRAPHY: THEORY AND PRACTICE

Lexicography is a combination of "lexico", which means word or speech, and "graphy" which means writing. As an intricate and dynamic discipline, lexicography encompasses a broad spectrum of activities and academic pursuits. From the meticulous compilation of dictionaries to the intricate study of linguistic developments, lexicography is important in shaping the understanding of language and facilitating effective communication. Various definitions of lexicography have been put forward by many researchers.

Lexicography, as per Hartmann and James (1998) in *Dictionary of Lexicography*, refers to the professional practice and academic domain focused on dictionaries and related reference materials. According to Aksan (2007, p. 69), "Lexicography is a branch of linguistics that aims to present the vocabulary of a language or various languages comparatively in dictionary form, and it establishes methods and demonstrates the ways of application for this purpose". Crystal (2008, p. 278) defined lexicography as the art and science of dictionary-making in linguistic dictionaries. Users often refer to book-lice printed publications or electronic equivalents to acquire information. These works provide users with the data they need when communicating, taking action, interpreting a situation, or enriching their cognitive processes (Fuertes-Olivera & Bergenholtz, 2011). Bergenholtz (2016) discussed and defined lexicography in several ways in his work, and then made the dictionary definition in two different ways.

1. Lexicographical reference work is a resource that can be consulted when assistance is needed in text comprehension, text production, or translation. It

provides dictionary entries related to specific topics or language elements, including single words or word combinations, and may also contain numerous external texts.

2. Lexicographical reference work is a dictionary compilation consisting of multiple dictionaries, each associated with original dictionary definitions, which can be consulted when assistance is needed in text comprehension, text production, or translation. It provides dictionary entries related to specific topics or language elements, including single words or word combinations, and may include various external texts.

Lexicography can be divided into two branches: dictionary compilation which focuses on research, definition, and presentation of lexicographical content, and dictionary studies, which deal with dictionary history, typology, criticism, and usage (Boz, 2015). Thus, it can be divided into two fundamental parts (Alberts, 2001):

1. The theoretical aspect, which consists of (a) the overarching principles of the applied science and (b) the theoretical principles that underpin both general and expert usage principles; and

2. The practical aspect, which involves the applied science of creating and editing dictionaries.

Lexicography is a growing branch with a practical branch (dictionary-making) and a theoretical branch (dictionary research) (Hartmann, 2001). Hartmann and James (1998) illustrated this distinction as follows (See Figure 2.1).
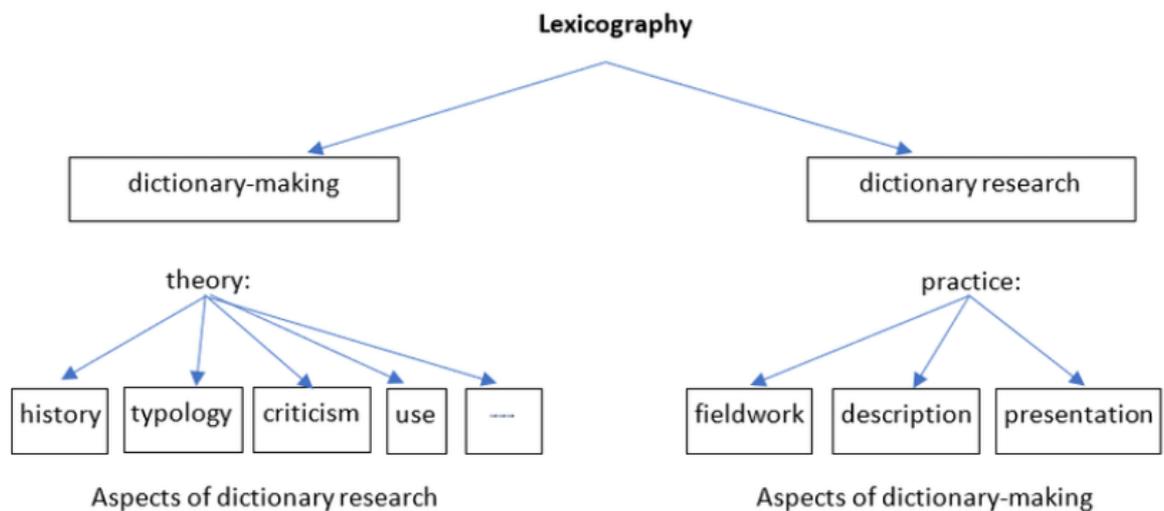
Figure 2.1. Lexicography: Theory and Practice (taken from Hartmann and James 1998, p. 86)

2.2.1. Practical Lexicography

In the past, lexicography was commonly associated exclusively with the practical aspect of creating dictionaries, often referred to as the 'art and craft' of dictionary making (Landau, 1989). Kocaman (1998) defines dictionary preparation as the process of carefully observing, collecting, and organizing lexical units and word combinations from multiple languages, followed by the selection and description of the gathered content. In this part of lexicography, dictionaries are created, organized, reviewed, and presented to users based on newly established principles and methods derived from theoretical studies in response to identified needs (Kahraman, 2016).

2.2.2. Theoretical Lexicography

Theoretical Lexicography can be also called metalexicography. This is separated from the practical part because it is personalized. The concept of metalexicography emerged as a result of Hausmann's (1998) proposition that research or scientific analyses related to dictionaries should be explained using a different term rather than within the scope of lexicography. Therefore, metalexicography is a term coined to describe such studies and analyses about dictionaries separately from the concept of lexicography. According to his explanation, any research activity that selects dictionaries as the object of study, regardless of whether the purpose is to create a dictionary, is considered a metalexicographical action (Hausmann & Wiegand, 2003).

Erikli (2019) states that lexicographical research encompasses not only completed works, but also all ongoing, unfinished, or canceled projects in this field, making them an integral part of this research. Lexicographical studies are one of the research areas that emerged as a necessity in the development process of language (Karadüz, 2009). In theoretical lexicographical studies, dictionaries are examined in all aspects, encompassing history, theory, usage, and criticism of the dictionary. Wiegand (1983) has shed light on the scope of dictionary studies, defining its domain, and contributing to the current understanding of its development (See Figure 2.2).
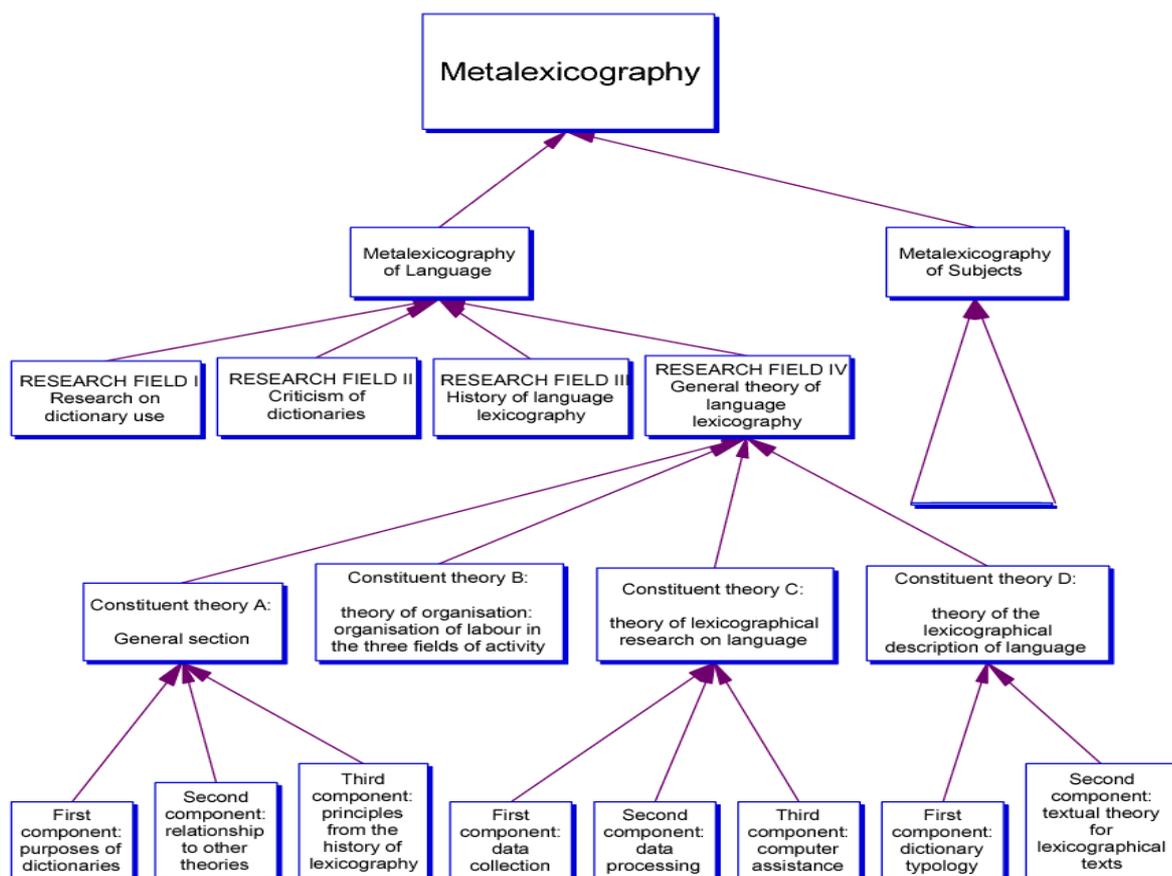
Figure 2.2. Areas of Investigation in Metalexicography (taken from Smit, 2002, p. 293)

2.3. RELATED TERMS

2.3.1. Lexicology versus Lexicography

"Lexicology is a term used in semantics for all studies related to the words of a language. It differs from the art and science of creating dictionaries, which is the domain of lexicographers. Accordingly, dictionary science can be seen as an applied branch of lexicology" stated Crystal (2008, p. 278). Akalın (2010) described lexicology in a similar manner. According to him, "Dictionary science represents the applied branch and subfield of lexicology, which is a scientific field directly encompassing lexicology; it signifies the science and art of dictionary preparation and writing" (p. 164).

The development of words and their relationships (synonymy, antonymy, homonymy, etc.) is the subject of study in word science. Lexicography, on the one hand, benefits significantly from the information produced by word science while creating dictionaries (Baskın, 2014). Lexicology, on the other hand, seeks to explain the

arrangement and purpose of the vocabulary, while also predicting the creation of fresh word components using the language's organized and structural standards (Motos, 2011). In the early stages of lexicography, what it entailed, where it should be positioned, and its relationship with other fields of study have not been fully clarified (Motos, 2011). For instance, the terms lexicography and lexicology are often confused or used interchangeably. Lexicography and lexicology are the branches of linguistics that examine the functioning of lexical elements in language and their relationships with other linguistic elements and usage contexts (Bingöl, 2006).

Crystal (2008) explains lexicology in his book as a term used in semantics for the overall study of a language's vocabulary (including its history). It is distinguished from lexicography, which is the art and science of dictionary-making, carried out by lexicographers. Although Crystal may have a discourse that does not strongly distinguish between these two areas, there are indeed distinct differences between lexicology and lexicography. Lexicology is mostly a process-focused theoretical field of study. Lexicography, on the other hand, is a more practical discipline (Yıldırım, 2018). A lexicologist focuses on the limited and optional aspects of words such as their form, meaning, origin, and various variations. In contrast, a lexicographer deals with the entries. Word scientists address or prepare categories for both large and small word formations, whereas lexicographers select and work categories that are necessary for a dictionary in their works (Magay, 2000).

To sum up, lexicology is concerned with the theoretical study of words while lexicography is the practical application of that knowledge to create dictionaries and language reference materials. Lexicology informs lexicography by providing the theoretical basis for understanding words and their relationships within a language.

2.3.2. Terminology and Terminography

In terms of its goals, terminology is similar to lexicography as it shares the dual purpose of gathering comprehensive data about a language's vocabulary while also offering information, and occasionally even guidance, to users of that language (Alberts, 2001). Terminology pertains to a specialized set of words, known as terms, that share a common subject matter and therefore exhibit a certain consistency and involves the creation of structured dictionaries (Sager, 1990). In other words, terminology is a set of

processes that have developed around the formulation of terms, their compilation and elucidation, and ultimately their presentation through various printed and electronic media (Sager, 1990). Although terminology is now acknowledged as a distinct interdisciplinary field of study, its strong connections to linguistics continue to emphasize the significant influence of linguistic principles within term formation (Skujina, 2008). Beginning with the late 1960s, there was a declaration that terminology had evolved into an autonomous, interdisciplinary field of study where a specific term became the subject of scientific exploration (Skujina, 2008). In this context, the term "terminology science" emerged as a favored synonym for the term "terminology". (Skujina, 2008).

Terminography is a specialized branch of lexicography that focuses on the compilation and organization of terminology from various subject areas, including technical and scientific fields (Fuertes-Olivera & Tarp, 2014). This involves creating specialized dictionaries known as "technical dictionaries" to catalog the vocabulary specific to a particular subject or domain, such as physics, mathematics, biology, and chemistry, as well as non-technical domains like sports or music (Alberts, 2001). In essence, terminology refers to the specific vocabulary associated with a subject, encompassing the collection of words and phrases used within that particular field.

In the Dictionary of Language and Linguistics (Traut & Kazzazi, 1996), terminology is defined as "a set of defined technical terms used within a scientific system, distinguished from everyday language usage by its exact definitions within a particular system". In the field of terminology, it is crucial to convey the conceptual meaning of a term using standardized language to enable exact communication. As stated by Alberts (2001), one of the primary goals of practical terminological work, known as terminography, is to structure the conceptual systems within specific subject areas. In contrast, general lexicography focuses on documenting the vocabulary of a standard language in dictionaries (Cluver 1989). Terminography, on the other hand, emphasizes meeting the informational needs of dictionary users in specific and defined areas of human activity, often within certain subject fields, subcategories, or domains (Alberts, 2001). Figure 2.3 illustrates a comparison between terminological lexicography, which is also known as terminography, and general lexicography.
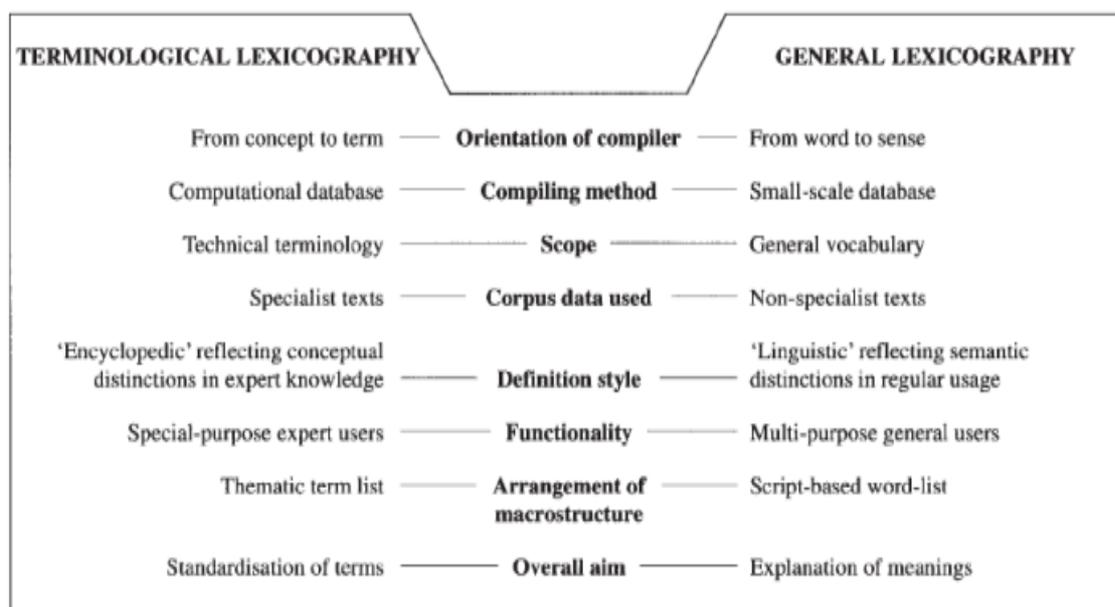
Figure 2.3. Terminological Lexicography Versus General lexicography (taken from Hartmann & James, 1998, p. 139)

2.4. DICTIONARY AND TYPES OF DICTIONARY

As in lexicography, it is not possible to describe dictionaries exclusively. Since dictionaries vary within themselves, it is more accurate to define each dictionary according to its respective expertise. When the first international handbook of lexicography was published, the dictionary was defined as "a systematic arrangement of socialized language forms compiled from the speech habits of a specific speech community and interpreted by the author in a way that the qualified reader will understand the meaning of each separate form" (Zgusta, 1971, p. 17). Aksan (2007) provided a general definition for dictionaries. He remarked, "It is a vocabulary book that presents the lexicon of a language (or multiple languages) with their pronunciations and spellings, showing the meanings and various usage of independent lexical units along with the word elements they form with other elements" (2015, p. 89).

A dictionary is a work that presents, defines, explains, or provides equivalents in another language for all the words and expressions of a language, specific words in a particular field, or the words and expressions used in a certain period, arranged in alphabetical order (Kahraman, 2016). It is a treasure trove of information for language learners providing them with vocabulary, meanings, pronunciation, parts of speech,

collections, and structures. It encompasses a wide range of details, including etymology and usage examples, offering detailed information (Nakamura, 2000). A general dictionary provides details regarding various aspects of a word, which may include spelling, pronunciation, definition, syllable breakdown, translation equivalent, derived forms and compounds, grammatical classification, meanings, usage examples, references to related entries, visual aids, word origins, historical context, and information sources. These dictionaries, as highlighted by Cluver (1989), focus primarily on individual words rather than broader topics.

Dictionaries are apart from each other, and this makes different types of dictionaries. One of the most significant developments in lexicography in recent years has been its focus on the user. Different users have various reasons for using dictionaries, and dictionaries should address the needs of these users (Nielsen, 2013). Many different researchers have categorized various types of dictionaries. One of the first attempts to categorize dictionaries was made by Zgusta in 1971. After this classification, some developments led to a great development in lexicography (Bektaş, 2017). The remarkable progress in information technology and the advancement of scientific knowledge have significantly expanded the diversity of dictionaries. This growth is accompanied by an introduction of various classifications aimed at categorizing and organizing the ever-expanding array of dictionary types. Atkins and Rundell (2008) made one of these classifications together. This classification is as follows (pp. 24 – 25):

According to the language:

a) Monolingual dictionary

b) Bilingual dictionary: divided into unidirectional and bidirectional

c) Multilingual dictionary

According to the scope:

a) General dictionary containing general language

b) Encyclopedic dictionary containing encyclopedia and cultural material

c) Terminological dictionary containing specialized terminologies or sublanguages (e.g., legal, sports, medical terminology)

d) Dictionary of a specific area of language (synonyms, idioms, or compound verbs)

According to the size:

a) Standard (or university) dictionary

b) Pocket dictionary

c) Handheld dictionary

According to the medium:

a) Printed dictionary

b) Electronic dictionary

c) Web-based dictionary

According to the arrangement:

a) Dictionary arranged from words to meanings (the most common type)

b) Dictionary arranged from meanings to words (directing one word to another with a related meaning)

According to the users' languages:

a) Dictionary prepared for a group of users who all speak the same language

b) Dictionary prepared for two distinct groups of speakers

c) Dictionary prepared for language learners worldwide

According to the users' skills:

a) Dictionary prepared for linguists and other language professionals

b) Dictionary prepared for literate adults

c) Dictionary prepared for school students

d) Dictionary prepared for young children

e) Dictionary prepared for language learners

According to the purpose of use:

a) Dictionary used for decoding (reading) purposes. (Decoding involves understanding the meaning of a word or translating a foreign text into one's native language.)

b) Dictionary used for encoding purposes. (Encoding involves using a word correctly, translating a text from one's native language to a foreign language, or teaching language.) (Atkins & Rundell, 2008, pp. 24 – 25).

One of the most prominent and extensively studied categories among these is the monolingual and bilingual dictionaries. In recent years, in addition to this, comparison between printed dictionaries and electronic dictionaries has also frequently taken place in the literature.

2.4.1. Monolingual versus Bilingual Dictionaries

Of different types of dictionaries, most studies have so far focused on the use of bilingual dictionaries and monolingual dictionaries. Monolingual dictionaries explain the meaning of an unknown word in the target language, while bilingual dictionaries provide the meaning of the word in the native language. Some research indicates that advanced-level L2 learners tend to prefer monolingual dictionaries (Battenburg, 1991). However, Lew (2004) contended that monolingual dictionaries come with certain limitations, including definitions that might be overly challenging for comprehension. Learners might also overlook crucial details, like semantic restrictions of words, due to their inability to grasp the foundations of words, and the grammatical structure can be complex. Also, he noted that even highly advanced learners preferred bilingual dictionaries (Lew, 2004).

English monolingual dictionaries can serve as a valuable reference tool for learners, offering a wide range of information about the language. This includes word and phrase meanings, spelling and pronunciation, word stress, parts of speech, grammar details, contextual usage, synonyms, antonyms, and the word's register, among other things (Koca, Pojani & Cicko, 2014). A monolingual dictionary can aid learners in working autonomously and fostering English thinking by providing explanations of meanings, outlining a word's grammatical characteristics, and demonstrating the word's meaning and its syntactical usage through real-world language examples.

Bilingual dictionaries are divided into two types: one-way and two-way. One-way dictionaries include word lists either from a foreign language to the native language or from the native language to a foreign language. Two-way dictionaries, on the other hand, contain two separate word lists, one for translation from the foreign language to the native language and the other from the native language to the foreign language (Tarp, 1995). According to Hayati (2006), bilingual dictionaries appear to provide students with a sense of certainty through concrete answers. They provide valuable assistance for both understanding and producing language, are efficient in terms of time, and are user-friendly for students and individuals (Koca et al., 2014).

2.4.2. Printed versus Electronic Dictionaries

The assistance offered by all types of dictionaries to the learners in their field is different. Dictionaries are in a stable relationship with the preparers and users due to their

preparation (Boz, 2015). Schryver (2003) has considered a single criterion for classifying dictionaries, which is the access method to dictionaries. Accordingly, dictionaries are categorized into five main types: traditional paper dictionaries, handheld dictionaries, machine dictionaries such as CD-ROMs, intranet dictionaries, and internet dictionaries (electronic dictionaries) (Altuwairesh, 2021). When we narrow these dictionaries down into two broad groups, we can generally divide dictionaries into printed dictionaries and electronic dictionaries. Printed dictionaries and electronic dictionaries are often compared with regard to both their functions and their effects on language learning.

Schryver (2003) listed the advantages of printed dictionaries as reassuring, symbolic value, best for the eyes, durability, no requirement plugged into anything, nothing is plugged into it, and so on. As to the disadvantages of electronic dictionaries, Levy and Steel (2014) remarked, "Among the problems of electronic dictionaries are being not aware of what resources are available, how to access them, and how to use them effectively" (p. 14). In contrast to electronic dictionaries, the advantage of paper dictionaries is that they provide easy access to where resources are. Both paper and electronic dictionaries have their own advantages and disadvantages, but with the increasing use of technology, the use of paper dictionaries has declined compared to electronic dictionaries (Liu and Lin, 2011). The most significant factor in making this distinction is the method of accessing information. With the emergence of electronic dictionaries, user preferences have gradually but significantly transformed the dictionary scene and dictionary usage worldwide. As a result, researchers, scholars, and language educators worldwide have shown increased interest in the field of dictionary research (Chen, 2010).

An electronic dictionary, often abbreviated as ED, encompasses various electronic resources providing information on word spelling, definitions, and usage. This category includes tools like spell-checkers within word processing software, devices capable of scanning and converting printed text, online teaching materials' glossaries, and digital renditions of reputable printed dictionaries (Nesi, 2000). Lehr (1996) introduced a more persuasive two-step technical and meta-lexicographic typology for electronic dictionaries, as illustrated in Figure 2.4. In the first step, electronic dictionaries are categorized based on technical factors, primarily distinguishing between online and offline dictionaries. The offline category is further divided into pocket electronic

dictionaries (PEDs) and personal computer (PC) dictionaries. The PC dictionaries are subsequently subcategorized into CD-ROM, floppy disk(s), and other types of dictionaries (Schryver, 2003). Based on the information provided above, the concept of electronic dictionaries used in this research encompasses all types of online and offline dictionaries mentioned and illustrated.
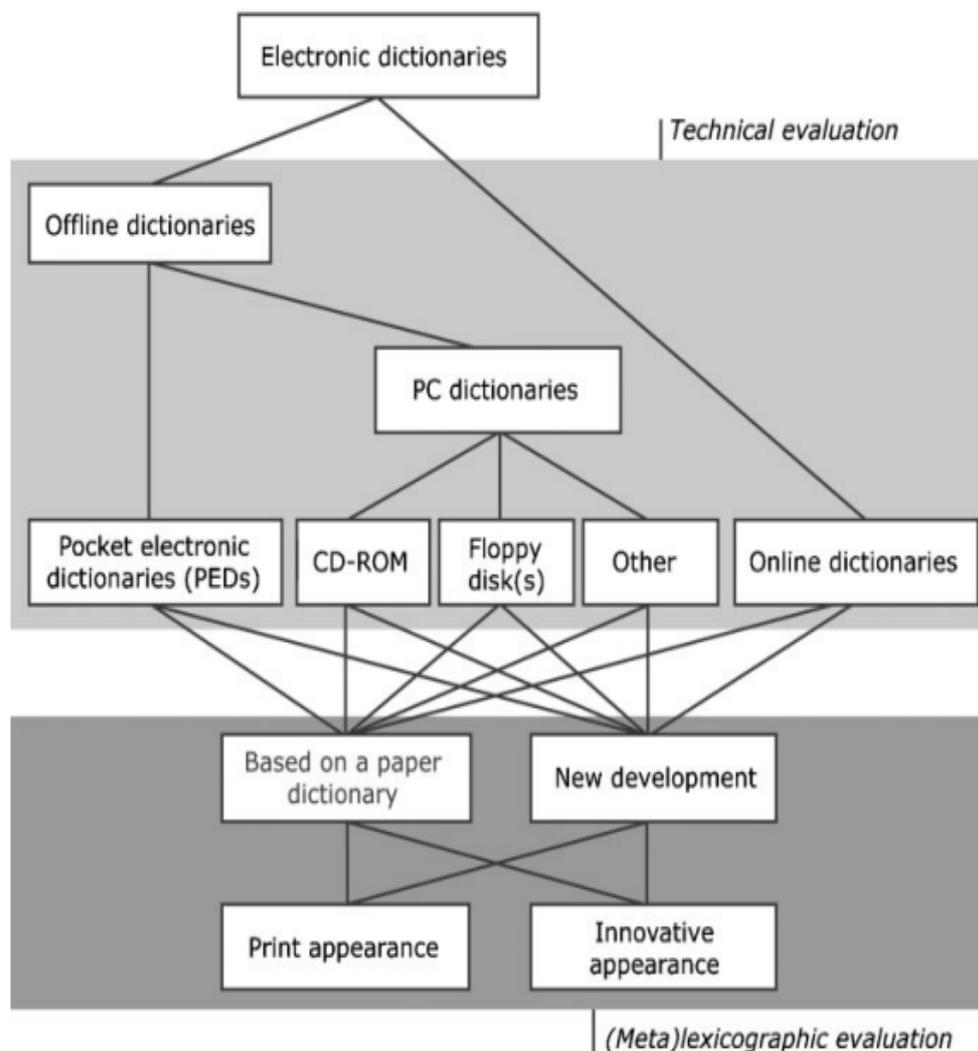
Figure 2.4. Electronic-Dictionary Typology (taken from Lehr, 1996, p. 315)

2.5. DICTIONARY RESEARCH ON STUDENTS OF ENGLISH

Dictionary use among students of English is a well-researched area that sheds light on how learners utilize these linguistic tools, their preferences, and the impact on language acquisition. Most early studies as well as current work focused on English

language learners' preferences concerning the language of a dictionary, that is, monolingual and bilingual dictionaries. For instance, Tomaszczyk (1979) marked the initial investigation into the dictionary requirements of English language learners. Among the 449 participants, there was an expressed interest in word meanings, spelling, and grammatical information. Interestingly, they showed a greater preference for bilingual dictionaries over monolingual ones, despite perceiving bilingual dictionaries as having lower content quality and reliability. The study also revealed a decline in dictionary use as language proficiency increased, but even advanced learners occasionally resorted to using bilingual dictionaries. Laufer and Kimmel (1997) conducted a study revealing that students, especially those learning English as a foreign language, regularly turned to dictionaries as part of their learning process. This study emphasized the popularity of bilingual dictionaries among the learners, indicating a need for linguistic support when grappling with an unfamiliar language (Laufer & Kimmel, 1997). Likewise, Tono (2003) found that many learners preferred bilingual dictionaries when encountering unfamiliar words in their second language. This preference stems from the convenience of bilingual dictionaries, which provide translations that can be particularly useful for beginners (Tono, 2003). In a recent study on the sub-strategies employed by English major students from Saudi Arabia when utilizing dictionaries, Alhatmi (2019) found that learners favored the bilingual English-Arabic dictionary due to its features they liked such as the ease of use.

While dictionaries remain a popular resource, the preference for dictionary types has evolved with technological advancements. There have been numerous studies to investigate English learners' preferences regarding electronic dictionaries and printed dictionaries. Lew and Schryver (2014) explored the impact of the digital revolution on lexicography, focusing on the viewpoint of dictionary users and noted that in the information age, the role of dictionaries was evolving, and user behavior patterns were shifting. Another study by Huang (2007) on Chinese EFL learners highlighted a shift towards electronic dictionaries. The results demonstrated that learners favored electronic dictionaries due to their user-friendly features, such as searchability and pronunciation guides, thus reflecting the digital age's influence on language learning resources (Jian et al., 2009). Additionally, Tono (2011) investigated the potential of online dictionaries for language learners. These resources offer advantages such as real-time updates and

multimedia elements that can significantly enhance the language learning experience. It is a testament to the dynamic nature of dictionary use, which adapts to the evolving technological landscape (Tono, 2011). Lo (2015) also uncovered that students tended to use online dictionaries more frequently due to their accessibility. According to the medium of a dictionary, the recent research by Alhatmi (2019) found that English major students preferred electronic dictionaries due to being free, portable, and easy to use. The above studies suggest that the digital era has ushered in a new era of dictionaries, notably online dictionaries.

The previous research on dictionary use also focused on other points. For instance, Yamashita (2012) displayed that students used dictionaries most frequently for reading and writing tasks, emphasizing the practical value of dictionaries in language learning. Likewise, according to Alhatmi (2019), English learners used their dictionaries mainly to understand new words while reading. Last but not least, Barfield (2003) found that learners who developed a habit of using dictionaries were more likely to exhibit better language proficiency. These findings underline the role of dictionaries as integral components of language learners' routines and the potential benefits of fostering a habit of dictionary use. Furthermore, Chen's study (2003) revealed that students generally hold positive attitudes toward dictionaries, viewing them as helpful tools for language learning. As this favorable perception can contribute to more effective language acquisition, it highlights the importance of instilling a positive attitude towards dictionary use in learners.

2.6. GENERATION Z

Generation Z is the demographic cohort that comes after the Millennials and before the Alpha Generation. It is popularly known as 'zoomer'. Researchers and popular media consider the mid and late 1990s to be the beginning of birth years and the early 2010s to be the end of birth years (Nielsen Total Audience Report, 2017; see Figure 2.5.).
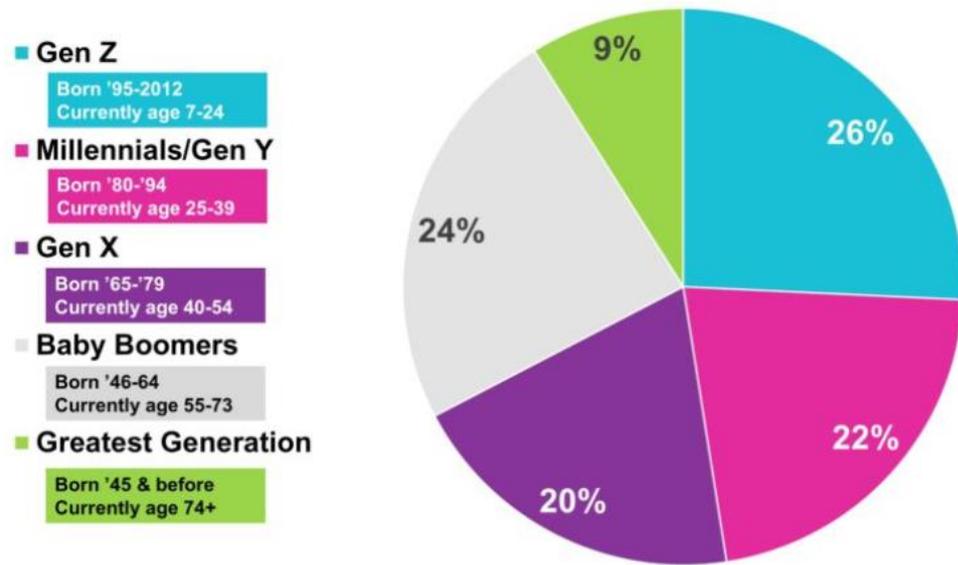
Figure 2.5. Generation Typology (taken from Consultany.uk, 2015)

Mishra et al. described Generation Z as follows: "Another point where Generation Z, which also holds materialistic views, differs from other generations is their ability to quickly acquire information, analyze it, and provide commentary on the subject" (2012, p. 97). The age range of Generation Z varies from researcher to researcher. Generation Z, born in the age of technology (children born in 2000 and beyond), is seen as the digital generation (Erten, 2019). This generation, born after 1995, is still to come into the workforce but tends to be digital natives, fast decision makers, and highly connected (Consultancy.uk, 2015) as well as tertiary level learners in a uniquely dynamic way (Dauksevicuite, 2016). Rothman (2016) mentioned in his study that Generation Z was born roughly between 1995 and 2010. Generation Z born in the 1990s and brought up in the 2000s, is experiencing the most significant changes of the century, and living in a world characterized by the web, the internet, smartphones, laptops, easily accessible networks, and digital media (Singh & Dangmei, 2016).

Some scholars offer a broad description, defining Generation Z as individuals born in the 1990s and brought up in the 2000s, a period marked by transformative shifts due to the prevalence of the internet, smartphones, laptops, easily accessible networks, and digital media (Tulgan, 2013). With the advent of technology, students of Generation Z have increasingly turned to the use of electronic dictionaries, and in the literature, one

can find many studies that have investigated students' preferences in this regard (Can & Deniz, 2016; Kaplan & Yıldız, 2018; Taylor & Chan, 1994). They are also seen as individualistic, self-motivated, more demanding, driven by material acquisition, and may exhibit a sense of entitlement. Some of the nicknames for this generation include Generation 2020, Internet Generation (IGen), Digital Natives, Screensters, and Zeds. This generation is adept at using technology and prefers social media as their primary means of communication rather than direct interpersonal contact. They are the first generation to be born into a world that has always had access to the internet and is globally interconnected. (Rothman, 2016). Ernst and Young (2016) surveyed 3200 Generation Z individuals and described their characteristics; online and personalized, entrepreneurial and self-sufficient, tenacious, and skill-focused.
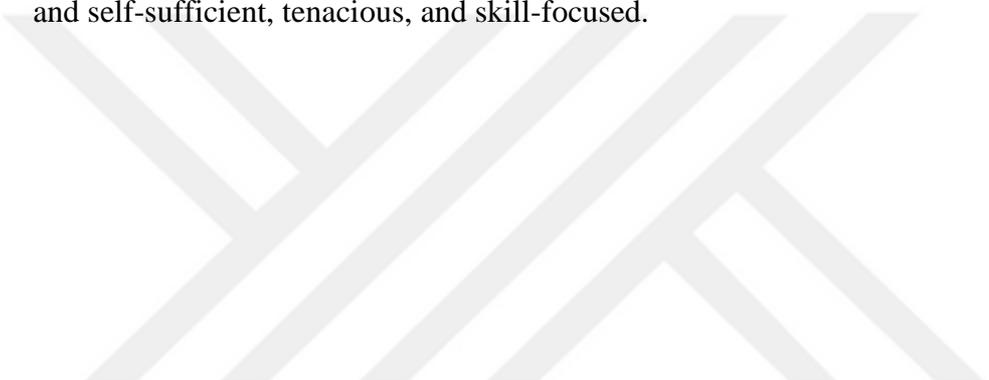
CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

The aim of the present study is to investigate the dictionary culture of Generation Z students of English at the university level. More specifically, this thesis explores the behaviors and attitudes of Turkish university preparatory-class students towards dictionaries. The current chapter provides information about the general methodology of the research reported in the present thesis. The subsequent sections will give a comprehensive explanation of the various stages involved in this quantitative research. The material used in the research, the participants, and the data collection procedure will be described in detail in this chapter.

3.2. DATA COLLECTION TOOL

This study is based on a survey study to investigate the behaviors and attitudes of Generation Z towards dictionaries. A questionnaire survey was used to collect the data for the present research. It consisted of two parts: multiple-choice questions adapted from Hartmann (1999) and a 5-point Likert-scale questionnaire (Appendix 1).

Participants were requested to indicate their responses by selecting the option that best reflected their viewpoints. For items 3, 8, 10, 14, 16, and 17, it was stated that students may select more than one option. For the Likert scale, a 5-point scale (i.e., strongly disagree, disagree, neither disagree nor agree, agree, strongly agree) was given to students, and they were asked to choose the most appropriate point. The questionnaire totally consisted of 43 items, including age, gender, and department. The first 17 items included multiple-choice questions. The rest of the questions (23 items) were the Likert scale statements.

Each question was carefully selected to assess the viewpoints of students regarding dictionaries, as well as to evaluate and compare the perspectives of Generation Z pertaining to both print and electronic dictionaries. The first ten items were chosen to measure students' perspectives on printed dictionaries. The items 3, 5 and 6 were planned to determine whether students use different types of printed dictionaries. Items 9 and 10

were organized to evaluate the information about the appendix part of the dictionaries. Item 11 was designed to assess the knowledge of the phonetic alphabet. Items 12, 13, 14, 15, 16, and 17 were specifically formulated to assess the perspectives of students regarding electronic dictionaries. As for the 5-point Likert scale, 23 statements were designed to gain insights into the dictionary habits of Generation Z students of English in general.

3.2.1. Reliability of the Instrument

The reliability analysis of the questions and statements in the research scale was made according to Cronbach's α coefficient. As a result of the analysis, Cronbach's α coefficient for the first part of the survey (17 items) was found as 0.73. For the second part of the survey (23 items), it was found as 0.95. The reliability coefficients were found to be high; thus, the scale used to measure the dictionary culture of Generation Z can be considered a reliable scale.

3.3. PARTICIPANTS

In this study, 112 students participated in the questionnaire survey. Students from four departments (i.e., American Culture and Literature, English Language and Literature, English Language Teaching, Translation, and Interpreting) of Ataturk University participated in this study. The participants of the study consist of 74 female and 38 male students. The frequency distribution by gender of participants is given in Figure 3.1.
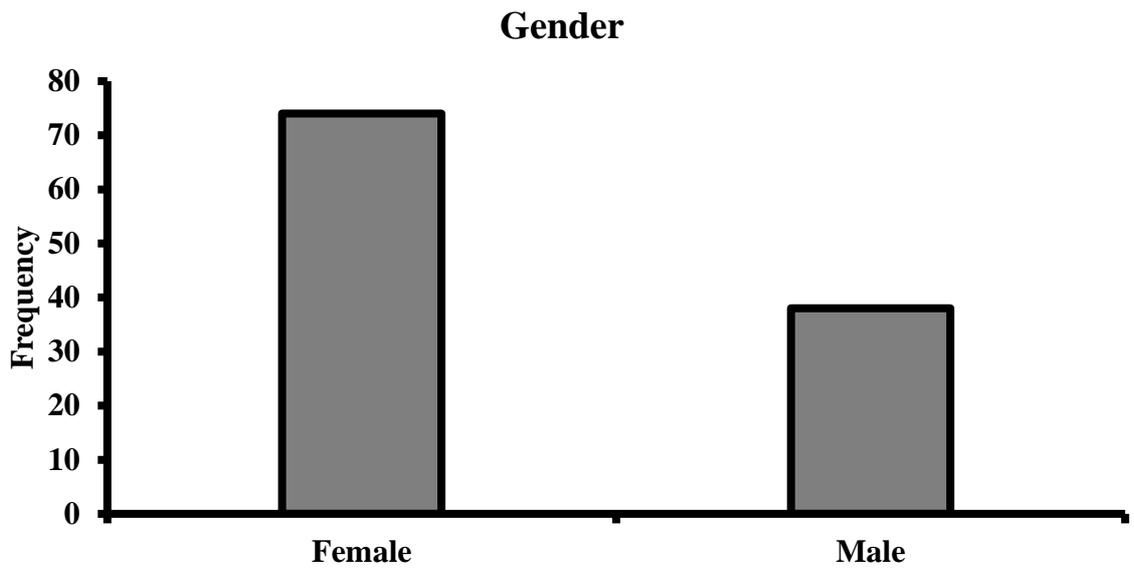
Gender

Figure 3.1. Frequency Distribution by Gender of Participants

When evaluated in terms of age, all participants are in the Generation Z age range. The vast majority of participants (107 individuals) are between the ages of 18-21. Only 5 participants are between the ages of 22-25. The frequency distribution by age of the participants is given in Figure 3.2.

Age
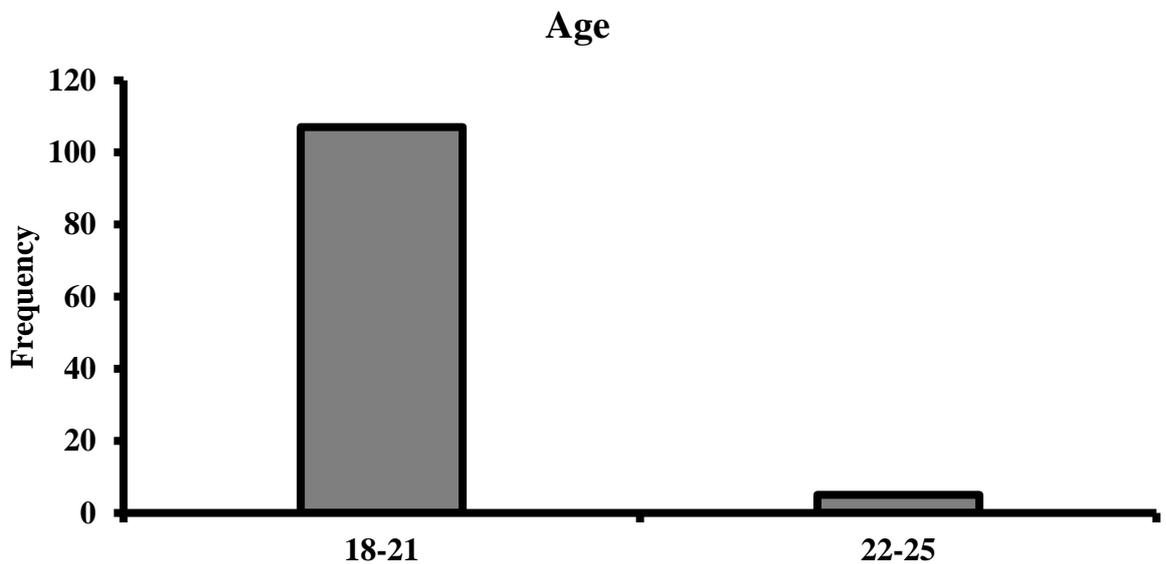
Figure 3.2. Frequency Distribution by Age of Participants

The study was conducted with the students of Generation Z who study at the departments whose language of instruction is English at Atatürk University in Erzurum /

Turkey. As a result, the survey was applied to preparatory-class students studying in four different departments of Atatürk University in Turkey: American Culture and Literature, English Language and Literature, English Language Teaching, Translation, and Interpreting. The frequency distribution by the department of the participants is given in Figure 3.3.
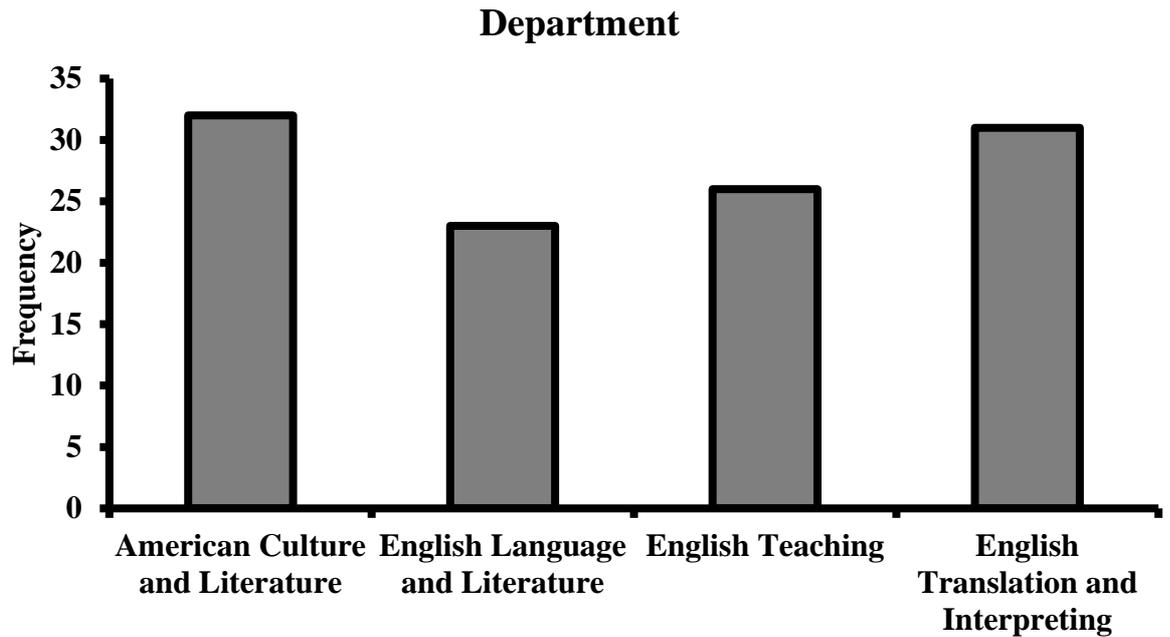
Figure 3.3. Frequency distribution by department of participants

In brief, as seen in Table 3.1, 66.1% of the Generation Z students participating in the research are female, and 33.9% are male. In terms of age, 95.5% of the participants were between the ages of 18-21, and 4.5% of them were between the ages of 22-25. In terms of the department, it was determined that 28.6% of the students studied American Culture and Literature, 20.5% English Language and Literature, 23.2% English Language Teaching, and 27.7% Translation and Interpreting.

Table 3.1. The Sociodemographic Characteristics of the Participants

Valid	Frequency	Percent
Gender		
Female	74	66,1
Male	38	33,9
Age		
18-21	107	95,5
22-25	5	4,5
Department		
American Culture and Literature	32	28,6
English Language and Literature	23	20,5
English Language Teaching	26	23,2
English Translation and Interpreting	31	27,7
Total	112	100,0

3.4. DATA COLLECTION PROCEDURE AND DATA ANALYSIS

The data for this study were gathered from a sample of participants enrolled in preparatory classes. Specifically, all students were preparatory class students at the School of Foreign Languages when the questionnaire was administered. Before the data collection, written permission for the application of the research was received from the School of Foreign Languages (Appendix 2). At the beginning of the survey, there was a background information section. In this section, it was stated that the participation in this survey is completely voluntary. In addition, Ethics Committee Approval was obtained from the Atatürk University Social and Human Sciences Ethics Committee (Appendix 3).

Online methods (i.e., Google Survey) were employed for questionnaire distribution to maximize the response rate and minimize potential biases. The questionnaire was prepared in Turkish, which is the student's native language, and was

made based on considerations of question comprehensibility and the potential for enhanced data accuracy when utilizing the participants' native language. The content of the survey was designed to be understandable and simple. The estimated time for its application was approximately 15 minutes.

The validity of the questionnaire used in this study was evaluated through certain considerations to ensure that it accurately measured the intended constructs and provided meaningful results. First of all, a comprehensive literature review was conducted to ensure that the questionnaire items were grounded in established knowledge related to the research topic. Secondly, the questionnaire was reviewed by subject-matter experts in the field to assess the relevance and completeness of the questions. Furthermore, during the development of the questionnaire, efforts were made to ensure that the questions appeared relevant and clear to the study participants.

The data obtained from the survey was recorded in the SPSS program. In the analysis of the data, descriptive statistics such as frequency distributions, percentages, averages, standard deviation values of the answers given by the participants, reliability analyses of the instrument, and some demographic characteristics were tested through the SPSS 25.0 (IBM SPSS 25.0 Corp. Inc) program.

3.5. CONCLUSION

In this chapter, the data collection tool, the participants, and the data collection procedure were tried to be described in detail. By highlighting behaviors and attitudes of the participants, the study aimed to shed light on the complex dynamics of dictionary culture among Generation Z.

In the following section, the results of quantitative data will be presented in parallel with the research questions and also demonstrated in tables.

CHAPTER FOUR

RESULTS

4.1. INTRODUCTION

This thesis aims to examine the dictionary culture of Generation Z students of English in Turkey at the university level. Relatedly, the following research questions will be answered with the findings obtained from data analysis:

- o How are the behaviors and attitudes of Generation Z students towards printed dictionaries?
- o How are the behaviors and attitudes of Generation Z students towards electronic dictionaries?
- o How are the behaviors and attitudes of Generation Z students towards dictionary use in general?

In the current chapter, the results are presented under three subsections parallel with the research questions. The first analysis is for the behaviors and attitudes of Generation Z students towards printed dictionaries; the second one is for their behaviors and attitudes towards electronic dictionaries, and the third is for their behaviors and attitudes towards dictionary use in general. The results are displayed in tables for a better understanding.

4.2. THE BEHAVIORS AND ATTITUDES OF GENERATION Z STUDENTS TOWARDS PRINTED DICTIONARIES

Based on the first research question of the present study, the results obtained from data analysis are presented as follows:

To the question *When did you start using a printed dictionary?*, 60.2% of the students stated *at primary school*, 32.1% stated *at secondary school*, 4.5% stated *at high school*, and 2.7% stated *at university*.

To the question *When did you purchase your first printed dictionary?* 62,5% of the students answered *at primary school*, 33,0% answered *at secondary school*, 2,7% answered *at high school*, and 1,8% answered *at university*.

To the question in which more than one option can be selected, *What kind of printed dictionaries do you own?*, a great majority of the informants stated that they had *bilingual dictionaries* (92,9%), and the informants also stated that they had *monolingual dictionaries* (37,5%), *dictionaries of idioms* (28,6%), *thesaurus* (12,5%), *encyclopedic dictionaries* (8,0%), *dictionaries of concepts* (2,7%), and *special subject dictionaries* (1,8%).

To the question *How many printed dictionaries do you own?* 31,3% of the learners answered *2*, 25,9% answered *1*, 17,9% answered *3*, 16,1% answered *more than three*, and 8,9% answered *none*.

To the question *What type of printed dictionaries do you usually use?*, the majority of the participants responded *bilingual dictionaries* (72,3%), and the others answered *monolingual dictionaries* (21,4%), *special subject dictionaries* (2,7%), *thesaurus* (1,8%), *encyclopedic dictionary* (0,9%), and *other dictionaries* (0,9%).

To the question *Which type of printed dictionary is more useful in your opinion?*, 50% of the learners answered *bilingual dictionary*, 46,4% answered *monolingual dictionary*, 1,8% answered *thesaurus,* and 1,8% answered *encyclopedic dictionary*.

To the question *Why did you buy the most recent printed dictionary you own?*, 50,9% responded *because my teacher suggested it*, 21,4% answered *as a result of my own research*, 17,9% answered *I couldn't remember*, 6,3% answered *other reasons*, 2,7% answered *recommended by a friend or relative*, 0,9% answered *as a result of an advertisement*.

To the question in which more than one option can be selected, *What are your priorities when choosing a printed dictionary?,* 82.1% of the participants reported that they pay attention *to the suitability for their needs*, 42% considered *the number of words* 39.3% answered *the number of sample sentences given for the word*, 39.3% answered *being affordable*, 24.1% answered *the reputation of the publisher*, 18.8% answered *suitability to carry.*

To the question *Have you ever read front-matter guidance notes in order to know how to use your printed dictionary/ies?,* 51,8% answered *yes*, and 48,2% answered *no*.

To the question *Have you ever used the information in the appendices of your printed dictionary/ies?,* 60,7% answered *yes*, and 39,3% answered *no*.

To the question *Do you know how to read the International Phonetic Alphabet (IPA)?* 69,6% of the participants answered *yes*, 30,4% answered *no*.

The answers given to the questions regarding the behaviors and attitudes of Generation Z students towards printed dictionaries are also demonstrated in Table 4.1.

Table 4.1. Findings About the Behaviors and Attitudes of the Generation Z Students Towards the Printed Dictionaries

		Frequency	Percent
When did you start using a printed dictionary?	at primary school	68	60,7
	at secondary school	36	32,1
	at high school	5	4,5
	at university	3	2,7
When did you purchase your first printed dictionary?	at primary school	70	62,5
	at secondary school	37	33,0
	at high school	3	2,7
	at university	2	1,8
What kind of printed dictionaries have you had so far? **(You can select more than one option)**	monolingual dictionaries	42	37,5
	bilingual dictionaries	104	92,9
	thesaurus	14	12,5
	encyclopedic dictionaries	9	8,0
	special subject dictionaries	2	1,8
	dictionary of idioms	32	28,6
	dictionary of concepts	3	2,7
How many printed dictionaries do you currently have?	none	10	8,9
	one	29	25,9
	two	35	31,3
	three	20	17,9
	more than three	18	16,1
What type of printed dictionaries do you usually use?	monolingual dictionaries	24	21,4
	bilingual dictionaries	81	72,3
	thesaurus	2	1,8
	encyclopedic dictionary	1	0,9
	special subject dictionary	3	2,7
	other dictionaries	1	0,9

Table 4.1. (Continued)

Which type of printed dictionary is more useful in your opinion?	monolingual dictionaries	52	46,4
	bilingual dictionaries	56	50,0
	thesaurus	2	1,8
	encyclopedic dictionary	2	1,8
Why did you buy the most recent printed dictionary you own?	because my teacher suggested it	57	50,9
	recommended by a friend or relative	3	2,7
	as a result of my own research	24	21,4
	as a result of an advertisement	1	0,9
	I couldn't remember	20	17,9
	other reasons	7	6,3
What are your priorities when choosing a printed dictionary? (You can select more than one option)	pay attention to the suitability of my needs	92	82,1
	the number of words	47	42,0
	the number of sample sentences given for the word	44	39,3
	being affordable	44	39,3
	the reputation of the publisher	27	24,1
	suitability to carry	21	18,8
Have you ever read front-matter guidance notes in order to know how to use your printed dictionary/ies?	yes	83	51,8
	no	29	48,2
Have you ever used the information in the appendices of your printed dictionary/ies?	yes	68	60,7
	no	44	39,3
Do you know how to read the International Phonetic Alphabet (IPA)?	yes	78	69,6
	no	34	30,4

To sum up, most of the participants mentioned that they started using printed dictionaries in their primary school years and got their first printed dictionaries during that time. Additionally, most of the students stated that they had two printed dictionaries and that when purchasing printed dictionaries, they preferred bilingual ones. They also mentioned that they purchased their most recent printed dictionaries because their teachers recommended them and that while choosing dictionaries, they primarily paid attention to the suitability of their needs. More than half of the students stated that they read the appendices section in printed dictionaries. In addition, most students mentioned that they knew how to read the International Phonetic Alphabet (IPA). Generally, the results suggest that students rely heavily on printed dictionaries, especially bilingual and monolingual dictionaries, and consider these resources valuable for their language learning. Teachers play a significant role in influencing their choices. Additionally, there is a substantial interest in additional resources, such as idiomatic, thesaurus, and encyclopedic dictionaries, indicating diverse language needs among students.

4.3. THE BEHAVIORS AND ATTITUDES OF GENERATION Z STUDENTS TOWARDS ELECTRONIC DICTIONARIES

The results obtained from data analysis based on the second research question of the present study are presented as follows:

To the question *Do you use an electronic dictionary?* 99,1% of the students answered *yes*, and 0,9% answered *no*.

To the question *What kind of dictionary do you use as an electronic dictionary?* the great majority of the informants responded *a bilingual dictionary* (75,9%) rather than *a monolingual dictionary* (24,1).

To the question in which more than one option can be selected, *Which electronic dictionary platform do you use the most?* 38,4% preferred *Google Translate*, 15,2% chose *Yandex Translate*, 52,7% favored *Oxford Learner's Dictionary*, 80,4% opted for *Tureng*, 50,9% went with *Cambridge Dictionary*, 29,5% selected *Longman Dictionary*, 1,8% indicated *Collins Online Dictionary*, 4,5% answered *Dictionary.com*, and 8,1% cited *another online platform*.

For the statement, *The most important reason why I use an electronic dictionary is …,* 53,6% of the students selected *quick access to information*, 25,9% selected *being able to*

hear the pronunciation of a word, 17,0% selected *to reach the right meaning*, and 3,6% selected *being constantly updated*.

For the statement in which more than one option can be selected, *When using an electronic dictionary, I pay attention to ...*, participants chose *whether the pronunciation of the word is included* (85,7%), and *example sentences* (60,7%), *being used without the internet* (30,4%), *word count* (28,6%), *that the word can be pronounced in more than one accent* (54,5%), and *its popularity* (16,1%).

For the statement in which more than one option can be selected, *I use electronic dictionaries while ...*, 81,3% of students selected *reading textbooks or academic articles*, 25,0% selected *reading for fun*, 83,0% selected *writing (working on writing assignments)*, 84,8% selected *translating (working on translation assignments)*, and 17,0% selected *playing word games*.

The answers given to the questions regarding the behaviors and attitudes of Generation Z students towards electronic dictionaries are also demonstrated in Table 4.2.

Table 4.2. Findings About the Behaviors and Attitudes of the Generation Z Students towards the Electronic Dictionaries

		Frequency	**Percent**
Do you use an electronic dictionary?	yes	111	99,1
	no	1	0,9
What kind of dictionary do you use as an electronic dictionary?	a monolingual dictionary	27	24,1
	a bilingual dictionary	85	75,9
Which electronic dictionary platform do you use the most? (You can select more than one option)	Google translate	43	38,4
	Yandex translate	17	15,2
	Oxford Dictionary	59	52,7
	Tureng	90	80,4
	Cambridge Dictionary	57	50,9
	Longman Dictionary	33	29,5
	Collins Dictionary	2	1,8
	dictionary.com	5	4,5
	another online platform	9	8,1

Table 4.2. (Continued)

The most important reason why I use an electronic dictionary is …	quick access to information	60	53,6
	being able to hear the pronunciation of a word	29	25,9
	to reach the right meaning	19	17,0
	being constantly updated	4	3,6
When using an electronic dictionary, I pay attention to … (You can select more than one option)	whether the pronunciation of the word is included	96	85,7
	example sentences	68	60,7
	being used without internet	34	30,4
	word count	32	28,6
	that the word can be pronounced in more than one accent	61	54,5
	its popularity	18	16,1
I use electronic dictionaries while … (You can select more than one option)	reading textbooks or academic articles	91	81,3
	reading for fun	28	25,0
	writing (working on writing assignments)	93	83,0
	translating (working on translation assignments)	95	84,8
	playing word games	19	17,0

Consequently, most of the participants indicated that they used electronic dictionaries, and that they preferred bilingual ones while using electronic dictionaries. They stated that they primarily used a bilingual dictionary (i.e., Tureng) on online platforms. Additionally, they mentioned that quick access to information was the most important thing for them when using electronic dictionaries, and the pronunciation guide inclusion in electronic dictionaries was what they paid most attention to. It was also among the most common responses that they mostly used electronic dictionaries while translating, writing, and reading. In general, these findings suggest that electronic dictionaries are widely used among the student population, with quick access to information and pronunciation being significant factors influencing their choice of dictionaries. The preferences for specific platforms and the range of activities for which electronic dictionaries are used also provide important insights into how students incorporate these tools into their language learning and communication processes.

4.4. THE BEHAVIORS AND ATTITUDES OF GENERATION Z STUDENTS TOWARDS DICTIONARY USE IN GENERAL

The results obtained from data analysis based on the third research question of the study are presented in Table 4.3.

Table 4.3. Findings about the Behaviors and Attitudes of Generation Z Students in General

Scale questions	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	N	Frequency Averages	Standard Deviations
I look up the pronunciation of words when I have difficulty reading.	22(19,6)	3(2,7)	2(1,8)	29(25,9)	56(50)	112	3,84	1,545
While learning English, dictionaries improve my skills in that language.	21(18,8)	3(2,7)	8(7,1)	31(27,7)	49(43,8)	112	3,75	1,504
I prefer electronic dictionaries to avoid wasting time using a dictionary.	24(21,4)	4(3,6)	7(6,3)	21(18,8)	56(50,0)	112	3,72	1,606
Using an online dictionary is more useful than using a printed dictionary.	21(18,8)	7(6,3)	16(14,3)	25(22,3)	43(38,4)	112	3,55	1,512
I know how I can use a dictionary.	20(17,9)	7(6,3)	11(9,8)	42(37,5)	32(28,6)	112	3,53	1,427
I'm learning new words while using monolingual dictionaries.	23(20,5)	6(5,4)	14(12,5)	32(28,6)	37(33,0)	112	3,48	1,507

Table 4.3. (Continued)

I try to decipher the unknown word's meaning by looking at the context.	22(19,6)	5(4,5)	10(8,9)	47(42,0)	28(25,0)	112	3,48	1,427
I believe that using a dictionary will improve speaking skills in a foreign language.	23(20,5)	7(6,3)	12(10,7)	35(31,3)	35(31,3)	112	3,46	1,500
I am satisfied with my ability to use the dictionary.	17(15,2)	12(10,7)	16(14,3)	39(34,8)	28(25,0)	112	3,44	1,374
I always use a dictionary while learning English.	16(14,3)	18(16,1)	19(17,0)	32(28,6)	27(24,1)	112	3,32	1,377
I usually use the dictionary when reading and writing.	20(17,9)	14(12,5)	17(15,2)	40(35,7)	21(18,8)	112	3,25	1,379
I think monolingual dictionaries are more useful in learning a new language.	24(21,4)	14(12,5)	17(15,2)	26(23,2)	31(27,7)	112	3,23	1,513
Using a bilingual dictionary is more practical.	23(20,5)	16(14,3)	18(16,1)	24(21,4)	31(27,7)	112	3,21	1,503
I remember the word better when using a bilingual dictionary.	18(16,1)	20(17,9)	21(18,8)	28(25,0)	25(22,3)	112	3,20	1,394
Looking through the printed dictionary feels like a waste of time.	20(17,9)	20(17,9)	23(20,5)	19(17,0)	30(25,8)	112	3,17	1,457

Table 4.3. (Continued)

I can find each word that I'm looking for in the dictionary.	17(15,2)	24(21,4)	24(21,4)	26(23,2)	21(18,8)	112	3,09	1,346
I think a monolingual dictionary is more useful than a bilingual one.	23(20,5)	17(15,2)	26(23,2)	21(18,8)	25(22,3)	112	3,07	1,438
I have no difficulties using a dictionary	18(16,1)	28(25,0)	22(19,6)	26(23,2)	18(16,1)	112	2,98	1,335
Sometimes, there are words that I cannot find in the dictionaries.	21(18,8)	27(24,1)	13(11,6)	36(32,1)	15(13,4)	112	2,97	1,365
I find the pronunciation part difficult in printed dictionaries.	19(17,0)	34(30,4)	29(25,9)	20(17,9)	10(8,9)	112	2,71	1,204
When using a monolingual dictionary, I cannot extract the meaning of the word from the context.	21(18,8)	44(39,3)	32(28,6)	12(10,7)	3(2,7)	112	2,39	0,999
I find using a dictionary boring.	36(32,1)	38(33,9)	23(20,5)	10(8,9)	5(4,5)	112	2,20	1,122
I find it unnecessary to use a dictionary.	69(61,6)	33(29,5)	5(4,5)	1(0,9)	4(3,6)	112	1,55	0,909

Considering the propositions with the highest participation levels based on frequency average values (out of 5) of the first five propositions; the highest level of participation among Generation Z students is 3,84 on average for *I look at the pronunciation of words when I have difficulty reading*, 3,75 on average for *While learning English, dictionaries improve my skills in that language*, 3,72 on average for *I prefer electronic dictionaries to avoid wasting time using a dictionary*, on average for 3,55

Using an online dictionary is more useful than using a printed dictionary, 3,53 on average for *I know how I can use a dictionary. (*Table 3). It can be observed that participant Generation Z students evaluated the proposition with the highest five levels of participation as *agree*.

Considering the propositions with the lowest participation levels based on frequency average values of the first five propositions; the lowest level of participation among Generation Z students is 1,55 on average for *I find it unnecessary to use a dictionary*, 2,20 on average for *I find using a dictionary boring*, 2,39 on average for *When using a monolingual dictionary I cannot extract the meaning of the word from the context*, 2,71 on average for *I find the pronunciation part difficult in printed dictionaries*, 2,97 on average *for sometimes, there are words that I cannot find in the dictionaries.* It can be observed that participant Generation Z students evaluated the proposition with the lowest five levels of participants as *disagree* with the first three statements and *neither disagree nor agree* with the remaining two statements.

When considering the propositions other than the ones mentioned above with the highest and lowest levels of participation in the study, it is observed that the participation level average of Generation Z students ranges from 3,48 to 2,98. Generally, they evaluated these propositions as *neither disagree nor agree.*

In conclusion, the majority of the respondents indicated that they looked at the pronunciations of words while reading and believed that dictionaries assisted them in language learning. They preferred using electronic dictionaries to avoid time waste and found them more beneficial compared to printed dictionaries. Most of them felt confident in their ability to use dictionaries effectively, rarely encountering situations where they could not find a word or deduce its meaning from monolingual dictionaries. Additionally, they did not find using dictionaries boring or unnecessary. Broadly, it appears that Generation Z students find dictionaries to be valuable resources for language learning but have varying levels of agreement when it comes to specific aspects of dictionary use and certain limitations they may encounter.

4.5. CONCLUSION

In this chapter, the findings from the quantitative research were examined, and the results of the survey were interpreted to assess the perspectives of Generation Z students in using English dictionaries.

CHAPTER FIVE

CONCLUSION

5.1. INTRODUCTION

The power of words is very important for second language learners; therefore, the use of a dictionary is an indispensable part of second language learning. Since it has become almost mandatory to learn languages and research other languages in the developing world, the use of dictionaries has increased accordingly. It provides access to a huge number of words that have been used in a language. In addition to that, they also help learners to see the word's phonetic, pronunciation, and an example sentence while learning a word. The pace of change in the learning and teaching environment created by the developing technology in the 21st century has also affected the use of dictionaries. The increased use of dictionaries has also prompted dictionary research (Cakmak, 2019). In light of the studies conducted in this field, this quantitative research on the dictionary use and attitudes of Generation Z students was prepared. The research was conducted on Generation Z students who use English dictionaries, and the research questions were as follows:

- o How are the behaviors and attitudes of Generation Z students of English towards printed dictionaries?
- o How are the behaviors and attitudes of Generation Z students of English towards electronic dictionaries?
- o How are the behaviors and attitudes of Generation Z students of English towards dictionary use in general?

This chapter provides a summary of the study, a discussion of the findings, a clarification of implications, an exploration of study limitations, and prospects for future research.

5.2. SUMMARY AND DISCUSSION

As mentioned in *Chapter One*, the aim of this study is to quantitatively examine the dictionary habits and perspectives of Generation Z students studying English. A questionnaire survey was conducted on participants who are preparatory class students

studying in the Department of English Language and Literature, English Language Teaching, American Culture and Literature, and English Translation and Interpreting, Faculty of Arts, Atatürk University, Erzurum in Turkey. 112 students participated in the questionnaire survey.

To summarize the most frequently provided responses related to printed dictionaries, percentages of top responses were taken. To the question *When did you start using a dictionary*, 60,7% of the participants responded that they began using dictionaries during their primary school years, also 62,5% of the participants responded that they purchased their first dictionary during their primary school years. 92,9% of the students responded that they have bilingual dictionaries to the question *What kind of dictionaries do you own?*. 31,3% of the participants stated that they have 2 dictionaries. 72,3% of the students stated that the dictionary they prefer to use is a bilingual dictionary. Additionally, 50,0% of students mentioned that bilingual dictionaries were more useful than other types. 82,1% of the students paid attention to the suitability of the dictionary to their needs and 42,0% of the students considered the number of words while they chose a dictionary. 51,8% of the students stated that they read front-matter guidance notes to know how to use a printed dictionary. 60,7% of the students stated that they use information in the appendices. 69,6% of the students indicated that they had been taught the International Phonetic Alphabet (IPA) in their language learning process.

In terms of the first research question *How are the behaviors and attitudes of Generation Z students of English towards printed dictionaries?*, it was found out that the majority of participants acquired their first dictionaries during their elementary school years and started using them during the same period. Their preferences for printed dictionaries lean towards bilingual ones. A similar pattern of results was obtained in Tomaszczyk (1979), Laufer and Kimmel (1997), and Tono (2003). However, in the present study, most participants stated that bilingual dictionaries were the most useful type whereas a majority of learners in Tomaszczyk (1979) perceived bilingual dictionaries as having lower content quality and reliability despite showing a greater preference for them. A possible explanation for this difference is the advancement of technology. The widespread availability of digital resources, such as online translation tools and mobile applications, may have significantly influenced Generation Z students' preferences. They might perceive bilingual dictionaries as more convenient and readily

accessible on digital platforms, making them more inclined to use and value them. Additionally, many students mentioned that they chose dictionaries based on their own needs. Despite the fact that most students had at least one printed dictionary, the number of students who read the appendices section was in the minority. This result is inconsistent with what was found in Gürcü (2013) concluding that students were mostly aware of the appendices section. This discrepancy could be attributed to the composition of the student samples. The present study focused exclusively on preparatory students while Gürcü (2013) included all levels of undergraduate students who were more advanced learners and were thus more likely to be aware of and utilize appendices.

To sum up the most favorite answers regarding electronic dictionaries, percentages of top responses were taken. To the question *Do you use an electronic dictionary?* 99,1% of the students responded *yes*, in addition to that 75,9% of the students stated that they use a bilingual dictionary while using an electronic dictionary. To the question *Which dictionary platform do you use the most?,* 80,4% of the students answered Tureng. 53,6% of the participants responded that the most important reason to use an electronic dictionary is for quick access to information and 85,7% of the participants stated that they paid attention to choosing an electronic dictionary to include the pronunciation of words. Furthermore, 84,8% of the students reported to use electronic dictionaries while they were translating and 83,0% of the students used them while doing writing.

In terms of the second research question, *What are the behaviors and attitudes of Generation Z students of English towards electronic dictionaries?,* the data obtained from this research showed that Generation Z students of English favored electronic dictionaries and while using electronic dictionaries, they chose bilingual dictionaries. From the standpoint of favoring electronic dictionaries, a similar conclusion was reached by several studies (e.g. Huang, 2007; Tono 2011; Lo, 2015; Alhatmi, 2019). According to the findings of Gürcü (2013), half of the students expressed that they used electronic dictionaries while in the present study, all the students claimed that they used electronic dictionaries. The increase in the use of electronic dictionaries can be attributed to the convergence of technological advancements, changing student preferences, and generational differences, thus indicating the increasing reliance on digital tools in dictionary use. In addition, the results of the present study demonstrated that Generation

Z students of English also preferred bilingual dictionaries while using electronic dictionaries in line with the studies on printed ones (e.g., Tomaszczyk, 1979; Laufer & Kimmel, 1997). Lastly, the feature of listening to the pronunciation of words has indeed been the most preferred feature of electronic dictionaries for Generation Z. This feature aligns with their needs and expectations in language learning.

According to the findings about the behaviors and attitudes of Generation Z students towards dictionaries in general, the participants responded with *agree* to the following five questions: *Look up the pronunciation of words when I have difficulty reading* (3,84); *While learning English, dictionaries improve my skills in that language* (3,75); *I prefer electronic dictionaries to avoid wasting time using a dictionary* (3,72); *Using an online dictionary is more useful than using a printed dictionary* (3,55), and *I know how I can use a dictionary* (3,53). However, the participants responded with *disagree* to the following three questions: *When using a monolingual dictionary*, *I cannot extract the meaning of the word from the context* (2,39*); I find using a dictionary boring* (2,20), and *I find it unnecessary to use a dictionary* (1,55).

In terms of the third research question *How are the behaviors and attitudes of Generation Z students of English towards dictionary use in general?*, Generation Z students of English prefer using electronic dictionaries over printed dictionaries since they believe that using electronic dictionaries has user-friendly features as it was found in Huang (2007), Lo (2015), and Alhatmi (2019). Additionally, they think that dictionaries are beneficial and necessary because they help them improve their language skills while learning English in line with the studies by Chen (2003) and Barfield (2003). Last but not least, Generation Z students of English are of the opinion that they know how to use dictionaries. Thus, they are satisfied with their reference skills.

5.3. IMPLICATIONS

This study, by researching the dictionary use among Generation Z students of English, has provided instructors with a reference point on how to better engage students with dictionaries, considering the attitudes of Generation Z towards them. Also, while electronic dictionaries are favored by students for their speed, it is important to emphasize the need for context when learning new words. Encouraging them to focus on the richness in the content of dictionaries rather than just using it as a quick word-lookup tool can

indeed help them better understand how words are used in context, leading to more effective language learning. Additionally, providing Generation Z students with more information about the functionality of dictionaries and different types of dictionaries can make their dictionary use more effective. Additionally, organizing special training or workshops to enhance their dictionary skills can contribute to their language learning processes.

5.4. LIMITATIONS

The present study has several limitations. The first limitation is that it was only conducted on prep-class students at only one university. Moreover, the data was solely gathered using a questionnaire. The same issue could be examined using alternative tools and procedures such as interviews, observations, testing, and experiments. Consequently, the dictionary use among Generation Z could be explored not only quantitatively but also qualitatively.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

This study has explored and discussed the dictionary use among preparatory class students of English via a survey study. The following prospects are recommended for future research:

1. Instead of exclusively focusing on preparatory class students, participants from all grade levels could be included in future research.
2. Besides quantitative data, qualitative data by conducting interviews with a group of students could be collected for future research.

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APPENDICES

Appendix 1. Instrument Used in the Data Collection

Değerli katılımcılar,

Sözlükler yabancı dil öğreniminin en önemli araçlarından biri olarak sayılır. Hem dil öğreniminde hem de İngilizcedeki dört becerinin, okuma, yazma, dinleme, konuşma, geliştirilmesine katkı sağlar. Sizin dil öğrenme sürecinizde sözlüğün size katkıları ve sözlük seçimleriniz neler? Hangi sözlükleri kullanırsınız ve sözlük kullanma alışkanlığınız nedir?

Bu anket yabancı dil olarak İngilizce eğitim alan hazırlık öğrencilerinin sözlükler hakkındaki görüşlerini incelemek amacıyla hazırlanmıştır. Ankete vereceğiniz cevaplar, referans becerilerinizin ve referans ihtiyaçlarınızın yanı sıra sözlük alışkanlıklarınızın değerlendirilmesine katkı sağlayacaktır. Bütün sorulara yanıt vermeniz önemlidir. Vereceğiniz cevaplar sadece "Z KUŞAĞI ÖĞRENCİLERİNİN SÖZLÜK KULLANIMI: ANKET ÇALIŞMASI" başlıklı yüksek lisans tezi kapsamında araştırma amaçlı kullanılacaktır.

Anketi dikkatli bir şekilde okuduktan sonra, size en uygun gelen seçeneğe (x) işaretini koyarak boşlukları doldurunuz.

Araştırmaya katkılarınızdan dolayı teşekkür ederim.

Merve Ayçiçek
Yüksek Lisans Öğrencisi
Atatürk
Üniversitesi   Sosyal Bilimler Enstitüsü

Cinsiyet:
- ❑ Erkek
- ❑ Kız

Yaş:
- ❑ 18 – 21
- ❑ 22 – 25

Bölüm:
- ❑ Amerikan Kültürü ve Edebiyatı
- ❑ İngiliz Dili ve Edebiyatı
- ❑ İngilizce Öğretmenliği
- ❑ Çeviri ve Tercüme

A. BASILI SÖZLÜKLER

1- Basılı sözlük kullanmaya ne zaman başladınız?
- ❑ ilkokul yıllarında
- ❑ ortaokul yıllarında
- ❑ lise yıllarında
- ❑ üniversite yıllarında

2- İlk basılı sözlüğünüzü ne zaman aldınız?
- ❑ ilkokul yıllarında
- ❑ ortaokul yıllarında
- ❑ lise yıllarında
- ❑ üniversite yıllarında

3- Ne tür basılı sözlüklere sahipsiniz?
(Birden fazla seçeneği işaretleyebilirsiniz)
- ❑ tek dilli sözlük (İngilizceden İngilizceye)
- ❑ iki dilli sözlük (İngilizceden Türkçeye)

- ❏ eş anlamlılar sözlüğü
- ❏ ansiklopedik sözlükler
- ❏ özel konu sözlükler
- ❏ deyimler sözlüğü
- ❏ kavramlar sözlüğü

4- Kaç tane basılı sözlüğe sahipsiniz?
- ❏ hiç
- ❏ bir
- ❏ iki
- ❏ üç
- ❏ üçten fazla

5- Genellikle hangi tür basılı sözlüğü kullanırsınız?
- ❏ tek dilli sözlük (İngilizceden İngilizceye)
- ❏ iki dilli sözlük (İngilizceden Türkçeye)
- ❏ eş anlamlılar sözlüğü
- ❏ ansiklopedik sözlükler

6- Size göre hangi basılı sözlük türü daha kullanışlı?
- ❏ tek dilli sözlük (İngilizceden İngilizceye)
- ❏ iki dilli sözlük (İngilizceden Türkçeye)
- ❏ eş anlamlılar sözlüğü
- ❏ ansiklopedik sözlükler
- ❏ özel konulu sözlükler
- ❏ deyimler sözlüğü
- ❏ kavramlar sözlüğü

7- Son aldığınız basılı sözlüğü hangi sebeple aldınız?
- ❏ öğretmenim önerdiği için
- ❏ bir arkadaşım ya da yakınım önerdiği için
- ❏ kendi araştırmamın bir sonucu olarak
- ❏ bir reklam sonucunda
- ❏ hatırlayamıyorum
- ❏ diğer sebepler

8- Basılı bir sözlük seçerken önceliklerniz nelerdir?
(Birden fazla seçeneği işaretleyebilirsiniz)
- ❏ ihtiyacıma uygunluk
- ❏ sözcük sayısı
- ❏ kelime için verilmiş örnek cümle sayısı
- ❏ uygun fiyat
- ❏ yayıncının itibarı
- ❏ taşımaya uygunluğu

9- Basılı sözlüğün giriş kısmında ve sonundaki ekler bölümünde yer alan bilgileri hiç kullandınız mı?
- ❏ evet
- ❏ hayır

10- Basılı sözlüğünüzün/sözlüklerinizin ön kısmında bulunan eklerdeki bilgileri hiç kullandınız mı?
- ❏ evet
- ❏ hayır

11- Uluslarası Fonetik Alfabesini (IPA) okumayı biliyor musunuz?
- ❏ evet
- ❏ hayır

B. ELEKTRONİK SÖZLÜKLER

1- Elektronik sözlük kullanıyor musunuz?
- ❑ evet
- ❑ hayır

2- Elektronik sözlük olarak ne tür sözlük kullanıyorsunuz?
- ❑ Tek dilli sözlük (İngilizceden İngilizceye)
- ❑ İki dilli sözlük (İngilizceden Türkçeye)

3- En çok hangi elektronik sözlük platformunu kullanıyorsunuz?
(Birden fazla seçeneği işaretleyebilirsiniz)
- ❑ Google çeviri
- ❑ Yandex çeviri
- ❑ Oxford Dictionary
- ❑ Tureng
- ❑ Cambridge Dictionary
- ❑ Longman Dictionary
- ❑ Collins Online Dictionary
- ❑ Dictionary.com
- ❑ Burada yazılmayan başka bir uygulama/site

4- Elektronik sözlük kullanmamın en önemli sebebi…..dır.
- ❑ Bilgiye hızlı ulaşmak
- ❑ Sözlüklerin okunuşunu duyabilmek
- ❑ Doğru anlama ulaşabilmek
- ❑ Sürekli güncelleniyor olması

5- Elektronik sözlük kullanırken şunlara dikkat ederim:
(*Birden fazla seçeneği işaretleyebilirsiniz*)

- ❑ Sözcüklerin okunuşunu içermesine
- ❑ Örnek cümle içermesine
- ❑ İnternetsiz kullanılabiliyor oluşuna
- ❑ Kelime sayısına
- ❑ Birden fazla aksanda okunabiliyor olunuşuna
- ❑ Popüler olmasına

6- Elektronik sözlükleri şunu yaparken kullanırım:
(*Birden fazla seçeneği işaretleyebilirsiniz*)
- ❑ Ders kitapları veya akademik makaleleri okurken
- ❑ Eğlence için okuma yaptığımda
- ❑ Yazı yazarken (yazma ödevlerine çalışırken)
- ❑ Çeviri yaparken (çeviri ödevlerine çalışırken)
- ❑ Kelime oyunları oynarken

C. KATILIYORUM & KATILMIYORUM

Anketin bu bölümünde sizlere katılıyorum, tamamen katılıyorum, katılmıyorum, tamamen katılmıyorum ve ne katılıyorum ne de katılmıyorum seçenekleri verilmiştir. Okuduğunuz cümlede size en yakın gelen seçeneği (x) işareti koyarak cevaplandırınız.

	Tamamen katılmıyorum	Katılmıyorum	Ne katılıyorum ne de katılmıyorum	Katılıyorum	Tamamen katılıyorum

Basılı sözlüğümü nasıl kullanacağımı öğrenmek için sözlüğün giriş kısmındaki talimatları okurum.				
Sözcüğü okumakta zorlandığımda sözlüklerin telaffuzlarına bakarım.				
Basılı sözlüklerde telaffuz bölümünü zor buluyorum.				
Basılı sözlüğü nasıl kullanmam gerektiğini biliyorum.				
İngilizce öğrenirken her zaman sözlük kullanırım.				
Elektronik sözlük kullanmak basılı sözlük kullanmaktan daha yararlıdır.				
Sözlüğü kullanma yeteneğimden memnunum.				
Sözlükte aradığım her kelimeyi bulabiliyorum.				
Bazen sözlüklerde aradığım sözcüğü bulamadığım oluyor.				
Sözlük kullanırken hiçbir zorluk yaşamıyorum.				
Bence yeni bir dil öğrenirken tek dilli (İngilizceden İngilizceye) sözlük kullanmak daha yararlıdır.				
Tek dilli (İngilizceden İngilizceye) sözlük kullanırken yeni kelimeler öğreniyorum.				
Tek dilli sözlük kullanırken bağlamdan sözcüğün anlamını çıkaramıyorum.				
İki dilli (İngilizce-Türkçe/Türkçe-İngilizce) sözlük kullanmak bana daha pratik geliyor.				
Bence tek dilli sözlük kullanmak iki dilli sözlük kullanmaktan daha yararlıdır.				
İki dilli sözlük kullanırken kelime daha iyi aklımda kalıyor.				
Sözlük kullanmayı gereksiz buluyorum.				
Bilinmeyen kelimenin anlamını bağlama bakarak çözmeye çalışırım.				

Basılı sözlüğe bakmak zaman kaybı gibi geliyor.					
Sözlüğü genellikle okuma-yazma yaparken kullanırım.					
Sözlük kullanmanın yabancı dildeki konuşma becerisini de geliştireceğine inanıyorum.					
Sözlük kullanmayı sıkıcı buluyorum.					
Sözlük kullanırken zaman kaybı yaşamamak için elektronik sözlük tercih ederim.					
İngilizce öğrenirken sözlükler benim o dildeki becerilerimi geliştirir.					

Appendix 2. Permission for the Application of the Questionnaire from the directorate of the School of Foreign Languages.

T.C.
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-88179374-000-2200376590   14.11.2022
Konu : Anket Çalışması (Merve
           KARABACAK)

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili ve Edebiyatı Ana Bilim Dalı Yüksek Lisans programı öğrencisi Merve KARABACAK'ın, "Dictionary Culture of Generation Z: A Quantitative Research on Undergraduate Students" konulu tez çalışması kapsamında Yüksekokulunuzda hazırlık sınıfı okuyan öğrencilere uygulama yapma talebi ile ilgili 11.11.2022 tarih ve E-48553601-000-2200374725 sayılı yazı ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Mustafa SÖZBİLİR
Rektör Yardımcısı

Ek : 11.11.2022 tarihli E-48553601-000-2200374725 sayılı belge

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Appendix 3. Ethics Committee Approval Document

T.C.
ATATÜRK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Etik Kurul Başkanlığı

Sayı : E.88656144-000-2200049997

ETİK KURUL ONAY BELGESİ

KARAR BİLGİLERİ	Oturum Sayısı : 4 Karar No : 42	Toplantı Tarihi: 14.02.2022
	Aşağıda bilgileri verilen proje ile ilgili çalışmanın, etik ilkeler açısından değerlendirilmesi isteği ile ilgili husus görüşüldü. Yapılan görüşmelerden sonra; söz konusu projeyle alakalı yapılacak çalışma için, araştırmanın gerekçe, amaç, yaklaşım ve yöntemleri dikkate alınarak konuyla ilgili çalışmanın gerçekleştirilmesinde ***bilim etiği yönünden sakınca bulunmadığına***, Etik Kurulu oy birliği ile karar vermiştir.	

PROJE - TEZ BİLGİLERİ	**Proje- Tez Danışmanı :** *Dr.Öğr.Üyesi Cansu GÜR* **Proje- Tez Yürütücüsü :** *Yüksek Lisans Öğrencisi Merve KARABACAK* **Proje -Tez Konusu :**"*Dictionary Culture Of Generation Z: A Quantitative Research On Undergraduate Students*"

SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU

Unvanı/Adı Soyadı	Görevi	İmza
Prof.Dr. Sait UYLAŞ	*Etik Kurul Başkanı*	*(e-imza)*
Prof.Dr. Vedat KAYA	*Etik Kurul Başkan Yardımcısı*	*(e-imza)*
Prof.Dr. Adem YILMAZ	*Etik Kurul Üyesi*	*(e-imza)*
Prof.Dr. Gökalp Nuri SELÇUK	*Etik Kurul Üyesi*	*(e-imza)*
Prof.Dr. Ufuk ŞİMŞEK	*Etik Kurul Üyesi*	*(e-imza)*
Prof.Dr. Musa BİLGİZ	*Etik Kurul Üyesi*	*(e-imza)*
Prof.Dr. Dilaver DÜZGÜN	*Etik Kurul Üyesi*	*(e-imza)*

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CURRICULUM VITAE

Personal Information	
Name Surname	Merve AYÇİÇEK
Birth Date and Place	
Educational Background	
Undergraduate Study	
Graduate Study	
Foreign Languages	
Work Experience	
Institutions	
Contact	
E-Mail	
Date	