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Abstract: This study addresses the critical role of dictionaries in language learning, emphasizing the need for effective navigation strategies to enhance vocabulary acquisition. As globalization intensifies, the ability to learn new languages efficiently becomes increasingly important, making the act of selecting and using dictionaries more significant. Traditional dictionary use, while beneficial, often lacks the precision and adaptability required by modern learners. This research introduces navigational algorithms designed to optimize dictionary use, making vocabulary learning more efficient and tailored to individual needs. Employing a mixed-methods approach, the study analyzes data from students at the State University "Zhytomyr Polytechnic" to explore current usage patterns and the challenges faced in vocabulary acquisition. The study's methodology included quantitative analysis of survey responses and qualitative evaluation of the algorithms' impact on learning outcomes. The development and application of navigational algorithms aim to facilitate learners' independence, improving their ability to understand and retain new words effectively. The findings reveal that students utilizing these algorithms demonstrate notable improvements in vocabulary retention and contextual application, suggesting a deeper linguistic comprehension. These results not only highlight the practical benefits of incorporating navigational algorithms into language learning but also underscore the theoretical implications for applied lexicography and educational technology. By bridging the gap between conventional dictionary usage and the dynamic requirements of contemporary language learners, this research contributes to the fields of language education and lexicography. It underscores the potential of combining traditional linguistic resources with modern technology to meet the needs of today's learners. This study advocates for a paradigm shift towards the development of more interactive and user-friendly dictionaries, leveraging algorithms to support language acquisition in an increasingly digital and globalized learning environment.

1 INTRODUCTION

In an era marked by increasing globalization, proficiency in multiple languages has emerged as a critical element of effective communication and cultural understanding. The role of dictionaries as indispensable tools in the realm of language learning has never been more significant. As learners embark on the journey of acquiring a new language, the initial step of learning new words and phrases necessitates not just any dictionary, but the right one tailored to their specific needs. The ability to select the most appropriate dictionary is crucial, as it significantly influences the learner's ability to form a solid foundation in their new language, thereby facilitating

a smoother learning experience and success in subsequent stages of language mastery.

The centrality of dictionaries in academic settings, particularly within university education, cannot be overstated, particularly in university settings where they enhance comprehension and serve as catalysts for improved communication in foreign languages. With their capacity to aid in vocabulary expansion and language skill development, dictionaries—especially monolingual versions—are highly effective. Yet, the vast array of available dictionaries poses a challenge, requiring learners to navigate through this diversity to find the most suitable type. While bilingual dictionaries may offer convenience, they often fall short of providing the depth of

information available in student-oriented dictionaries, which include multiple definitions, tense variations, plural forms, pronunciation guides, parts of speech, exemplar sentences, and idiomatic expressions. Such comprehensive resources can significantly enrich the language learning experience, leading to more effective acquisition strategies and enhanced learning outcomes, as supported by existing research [3].

The urgency of this research stems from the critical need to streamline the process of dictionary selection and use in an increasingly multilingual world. As language learning evolves, so too must the tools and strategies employed by learners. This study aims to address this gap by developing a structured approach that leverages navigational algorithms to guide learners in selecting and utilizing dictionaries more effectively. By integrating these algorithms, we propose a solution that not only simplifies the search process within dictionaries but also tailors it to the unique needs of each learner, thereby enhancing vocabulary acquisition and overall language proficiency.

This research seeks to:

1. Examine the current challenges faced by language learners in selecting and using dictionaries efficiently.

2. Develop and assess the effectiveness of navigational algorithms designed to optimize dictionary use for language learning.

3. Explore the practical implications of these algorithms for educators and learners, and their potential to transform language education.

By fulfilling these aims, this study aspires to contribute to the fields of applied linguistics and language education, offering innovative solutions that align with the needs of today's global communicators.

2 THE EFFECTIVE USE OF VARIOUS DICTIONARIES WHEN LEARNING A FOREIGN LANGUAGE

In the spectrum of language acquisition, thesauri (thesaurus) and collocations dictionaries are two types of dictionaries that should be used regardless of the level of foreign language proficiency. Learning a new language is not just about learning a meaning or a definition of a word. While the conventional approach to language learning often focuses on the mere extraction of word meanings, the significance of

delving into associated phrases, expressions, idioms, and sentences cannot be overstated.

At the initial stages of language acquisition, the judicious use of thesauri and collocations dictionaries proves instrumental in broadening the contextual understanding of words. These resources not only provide alternative expressions but also illuminate the intricate web of linguistic associations, fostering a more holistic comprehension of language usage.

Recent meta-analyses have shed light on the multifaceted nature of dictionary use in language learning. Studies have consistently demonstrated the positive impact of dictionary use on vocabulary acquisition, though the magnitude of this effect varies widely across different learning contexts and dictionary types. For instance, the meta-analysis conducted highlights the significant yet varied effectiveness of dictionary use in assisting second language (L2) learners to expand their lexical repertoire. The analysis distinguishes between treatment-related variables, methodological variables, and learner-related variables, providing a comprehensive understanding of the factors that influence the effectiveness of dictionaries in language learning [4].

The advancement of technology has notably affected learners' choice of language learning tools, shifting preferences towards electronic dictionaries due to their convenience. However, the debate on whether electronic dictionaries outperform their paper counterparts in scaffolding L2 vocabulary learning remains unresolved. Studies suggest that the medium of the dictionary (electronic vs. paper) may have different implications for immediate learning and delayed retention of vocabulary knowledge, indicating a need for further exploration in this area [1].

Moreover, the type of dictionary (monolingual vs. bilingual) and the target lexical unit (single words vs. multi-word units) are identified as crucial factors affecting vocabulary acquisition. While monolingual dictionaries are often cited for their precision and depth, bilingual dictionaries are preferred by a majority of learners for their ease of use [8]. The effectiveness of dictionaries in learning multi-word units, an area that has been somewhat neglected in lexicography and language learning research, also warrants further investigation.

The accessibility of dictionaries to students has evolved in tandem with technological advancements, providing a spectrum of options for learners to enhance their vocabulary. Currently, students can access such avenues for free:

- printed dictionaries, they can be purchased online or in a bookstore. But with the widespread use of online dictionaries, printed dictionaries seem a bit old-fashioned.

- online dictionaries, access to such dictionaries can be obtained by subscription, for example, the Oxford English Dictionary. You can find everything you need in such dictionaries, because they provide comprehensive information about the vocabulary [5].

Using a dictionary to learn vocabulary is a complex process that requires mental effort and in-depth study of various strategies. Students should undergo training in how to use a dictionary transforming the seemingly intricate task of word retrieval into a seamless process. Therefore, acquiring skills and algorithms for effective dictionary use has become a focal point in recent decades, giving rise to a new field of knowledge, which is defined as applied lexicography.

Applied lexicography encompasses an array of subjects, including the study of vocabulary and its application. Within this, a variety of studies have emerged, such as nuances of dictionary use strategies, purposes behind dictionary usage, user attitudes toward dictionaries and the learning of dictionary use. In recent decades, there has been a growing interest among many scholars (Scholfield 1982; Hartmann 2001; Wingate, 2004; Bishop 2001) in the study of various strategies used by dictionary users in the process of searching for the necessary information. In addition, researchers have investigated and conceptualized that students use dictionaries for two functions - decoding and encoding [2]. One prominent model, developed by Scholfield, refers to a series of algorithms guiding students in the process of dictionary use. In fact, Scholfield suggests that the strategy of finding and understanding the information needed by the acquirer can be divided into the following steps:

1. Identify Unclear Words and Phrases. (The initial step involves recognizing words or phrases that pose comprehension challenges.)

2. Remove Inflections for Search. (If the unknown word is inflected, stripping away the inflection allows for a renewed search using the base word form.)

3. Alphabetical Order Search. (Conduct a search for the unknown word in alphabetical order within the dictionary.)

4. Advanced Strategies for Unidentified Words. If unable to identify a basic form, apply the following strategies:

- Explore basic elements if the word resembles a fixed expression, idiom, or phrase.

- Identify the stem if the word appears to have a suffix.

- Address incorrect declined forms or spelling variants by examining nearby words and using dictionary applications.

5. Shorten Multiple Meanings or Homographs. (If a word has multiple meanings or is a homograph, condense and differentiate the possibilities.)

6. Choose Appropriate Definition and Integrate. (Select the most relevant definition and incorporate it into the context where the unknown word was encountered.)

7. Infer Meaning if None Match. (If no found meanings align, infer a potential meaning. If multiple meanings are applicable, seek additional context clues in the source text for clarification) [10].

These steps encompass a variety of strategies, with each step requiring distinct approaches. For example, in the initial step, readers employ complex strategies to identify new words or phrases. In instances where understanding an idiomatic phrase proves challenging, even when the individual words are understood, the reader may need to explore multiple dictionary entries to comprehend the phrase's intended meaning. The iterative nature of these steps reinforces a persistent and methodical approach until the desired understanding is achieved.

However, another scholar, Wingate, suggested that the steps described by Scholfield do not offer a comprehensive algorithm, since these steps are only for those involved in reading. He brings forth a valuable consideration regarding the nuanced nature of dictionary use across different language skills. While Scholfield's steps primarily cater to the needs of readers, Wingate contends that a comprehensive algorithm must encompass additional steps when the purpose shifts to writing. This acknowledgment underscores the multifaceted role dictionaries play in language acquisition. Wingate asserts that the steps proposed by Scholfield, while effective for readers, may fall short of providing a comprehensive algorithm for individuals engaged in writing activities. Writing involves distinct linguistic demands, necessitating a more elaborate set of steps within the dictionary utilization process [13].

Bishop's compilation of recommendations on the use of bilingual dictionaries for learning a foreign language represents a valuable guide tailored to both written exams and personal language study. This comprehensive set of guidelines aims to enhance the effectiveness of dictionary utilization in diverse language learning contexts. Here's a concise representation of Bishop's contribution, the algorithm consists of 10 steps:

1. **Reviewing Dictionary Contents.** A preliminary step involves exploring the diverse types of information contained within the dictionary, laying the foundation for effective use.

2. **Identifying Part of Speech.** Learners are advised to discern the part of speech of the desired word, accompanied by an understanding of symbols denoting verbs, nouns, and other grammatical nuances.

3. **Synonym Exploration.** Utilizing the dictionary to look up synonyms emerges as a strategy to expand and enrich one's vocabulary repertoire.

4. **Specialized Vocabulary Accumulation.** For academic pursuits, particularly in paper writing, the dictionary becomes a tool for accumulating specialized vocabulary, enhancing linguistic precision.

5. **Grammar Information Utilization.** Emphasis is placed on understanding and effectively applying the grammar information provided in the dictionary to construct grammatically accurate sentences.

6. **Phonetic Symbol Proficiency.** A crucial skill involves learning to read and interpret the phonetic symbols listed in the dictionary, enhancing accurate pronunciation.

7. **Understanding Contextual Nuances.** Mastery extends to discerning formal/informal and written/spoken contextual nuances, ensuring appropriate language use.

8. **Cross-Referencing in Bilingual Dictionaries.** Learners are encouraged to cross-reference bilingual dictionaries, checking translations in both directions to ensure accurate understanding.

9. **Post-Writing Proofreading.** A pivotal step involves proofreading written work after completion, refining language expression for clarity and coherence.

10. **Dictionary as Aid, Not Substitute.** The algorithm concludes with a reminder that while dictionaries are indispensable aids, they cannot replace the necessity for a confident mastery of one's vocabulary.

Bishop's algorithm provides learners with a structured and holistic approach to leverage dictionaries effectively, promoting nuanced language acquisition and proficiency.

Obviously, the divergence between Bishop's recommendations and Scholfield's algorithm highlights the varied nuances of dictionary use in language learning, particularly when considering different skills and types of dictionaries. Bishop's emphasis on vocabulary skills geared towards writing and the specific application to bilingual dictionaries underscores the need for tailored guidance.

Wingate's strategy provides a nuanced approach, categorizing strategies into vocabulary-oriented, language-oriented, and meaning-focused. This classification acknowledges the multifaceted nature of language learning activities and the diverse requirements of reading [13]. However, Wingate acknowledges the limitations of her research, calling for further exploration into other language activities, such as writing.

In light of these findings, it is clear that dictionary use in language learning is a complex process influenced by a variety of factors. The integration of technological advancements and the consideration of learners' preferences and needs are essential in developing effective dictionary use strategies. This complexity underscores the importance of tailored guidance in dictionary selection and use, highlighting the role of applied lexicography in enhancing language learning outcomes.

3 THE IMPORTANCE OF RECORDING AND KEEPING A VOCABULARY JOURNAL

The acknowledgment of the diversity in language activities and the varied purposes of learning necessitates a flexible approach in developing algorithms. Students can choose and adapt methods that align with their specific learning objectives and preferences. The proposal of maintaining an individual vocabulary journal, formatted as a table, aligns with the personalized and adaptable nature of language learning. Such a method allows students to systematically record and review new words, reinforcing the learning process across different language activities.

The journal, presented in a structured table format, encapsulates essential components aimed at fostering a comprehensive understanding of each encountered word. Each entry includes:

1. **Word:** The target vocabulary word.
2. **Part of Speech:** The grammatical category of the word (e.g., noun, verb, adjective).
3. **Definition:** The meaning of the word.
4. **Example Sentence:** A sentence demonstrating the word's usage in context.
5. **Source/Context:** Where the word was encountered, providing additional context.

6. Personal Notes / Collocates: Any personal comments or reminders for the learner regarding the word's usage.

Table 1: An example of an individual vocabulary journal [3].

Word	Part of Speech	Definition	Example Sentence	Source / Context	Personal Notes / Collocates
acquire	verb	to gain or obtain something	The students aim to acquire new language skills through immersive experiences.	Reading - Article about language learning	Remember to use 'acquire' in the context of learning.
					to acquire competence, expertise, knowledge, skill and understanding
wanderlust	noun	a strong desire to travel to different places	Her endless wanderlust led her to discover hidden gems around the globe.	Reading - short abstract about traveling	Consider using it in contexts that highlight the passion and adventurous spirit associated with the desire to wander
					Satisfy wanderlust, Embrace wanderlust, Wanderlust-filled journey
adaptable	adjective	Capable of adjusting or changing easily to different conditions.	Our family is incredibly adaptable, seamlessly navigating through life's challenges and changes.	Vocabulary Work on the topic Family	Consider using it to highlight the flexibility and resilience within the family unit.
					Adaptable nature, Family adaptability, Cultivate adaptability

When delving into a new language, it's common to face initial confusion. To comprehend how to use specific words, begin by creating at least one example sentence. While the illustrations provided in this article target English learners, this methodology seamlessly extends to the acquisition of other foreign languages. The essence of learning a new language fundamentally commences with acquiring unfamiliar words [3].

Incorporating algorithms and technology into foreign language classes can significantly enhance the learning experience for students. Here are several algorithms and techniques that can be used with dictionaries in foreign language classes [11]:

1. Flashcard Algorithms:

- Spaced Repetition: Use algorithms like Leitner system or SuperMemo to schedule flashcards for review at optimal intervals. This helps students memorize vocabulary effectively.
- Algorithmic Sorting: Sort flashcards algorithmically based on difficulty level or the frequency of mistakes, ensuring students focus on challenging words more frequently.

2. Pronunciation Assistance:

- Phonetic Algorithms: Implement algorithms to match and compare phonetic representations of words, helping students with correct pronunciation.
- Speech Recognition: Utilize speech recognition algorithms to assess students'

pronunciation accuracy and provide instant feedback.

3. Language Translation:

- **Machine Translation:** Integrate machine translation algorithms to provide instant translations of words, phrases, or sentences. Google Translate API, for instance, can be used for this purpose.
- **Contextual Translation:** Algorithms can analyze the context of a sentence to provide more accurate translations, teaching students the nuances of the language.

4. Grammar and Syntax:

- **Parsing Algorithms:** Algorithms that analyze the structure of sentences can help students understand the grammar and syntax rules of the language.
- **Error Detection Algorithms:** Implement algorithms that detect common grammatical errors in students' writing or speaking exercises, offering targeted feedback.

5. Vocabulary Expansion:

- **Word Association Algorithms:** Provide related words or phrases based on user input, encouraging students to learn words in context.
- **Frequency Analysis:** Algorithms can analyze texts and suggest commonly used words, helping students prioritize learning high-frequency vocabulary.

6. Cultural Context:

- **Geolocation-based Context:** Utilize algorithms that consider the geographical location of students to provide language learning materials relevant to their region or dialect.
- **Cultural Relevance Algorithms:** Recommend learning materials and topics based on students' interests and cultural background, making learning more engaging.

7. Interactive Learning:

- **Chatbots:** Implement chatbots powered by natural language processing (NLP) algorithms, enabling students to have interactive conversations in the foreign language [12].
- **Gamification Algorithms:** Introduce game-like elements with algorithms that adapt the game difficulty based on students' language proficiency, motivating them to progress [9].

8. Assessment and Feedback:

- **Automated Assessments:** Algorithms can automatically grade quizzes, essays, or speaking exercises, providing instant feedback to students and saving teachers' time.
- **Sentiment Analysis:** Analyze students' written or spoken responses with sentiment analysis

algorithms to gauge their emotional tone and tailor feedback accordingly.

9. Collaborative Learning:

- **Collaborative Filtering:** Recommend study groups or conversation partners based on students' learning preferences and proficiency levels, encouraging collaborative learning.
- **Peer Evaluation Algorithms:** Implement algorithms for peer-to-peer evaluation, where students can assess each other's language skills, promoting active engagement.

10. Feedback Loop and Personalization:

- **Learning Analytics:** Use data analytics algorithms to track students' progress, identify learning patterns, and personalize the learning experience.
- **Adaptive Learning:** Employ algorithms that adapt learning materials and exercises based on individual students' strengths and weaknesses, ensuring personalized learning paths.

The traditional practice of maintaining a vocabulary journal, while seemingly straightforward, holds untapped potential for innovation in language acquisition strategies. The acknowledgment of the diversity in language activities and the varied purposes of learning necessitates not just a flexible approach but also a technologically enhanced one. Integrating algorithms and advanced data analytics into the process of keeping a vocabulary journal can revolutionize how students interact with new vocabulary, making this practice a cornerstone of personalized and adaptive language learning.

The proposal of enriching vocabulary journals with technology aligns with the personalized and adaptable nature of modern language learning. By employing algorithms that analyze recorded vocabulary in terms of usage frequency, context variability, and learning progress, students can receive tailored recommendations for further study, practice, and review. This method allows for a dynamic interaction between the learner and the journal, far beyond simple record-keeping. Each entry can become a data point in a larger linguistic analysis, fostering a comprehensive understanding of language usage, patterns, and progress over time.

Key enhancements to the vocabulary journal could include:

1. **Automated Contextual Analysis:** Leveraging natural language processing (NLP) to provide contextual insights and usage examples from a vast database of texts, making each vocabulary entry a launchpad for deeper learning.

2. Adaptive Learning Recommendations: Algorithms could analyze a student's interaction with the journal to suggest personalized review schedules, similar words to expand their vocabulary, or areas requiring additional focus.

3. Progress Tracking and Analytics: Incorporating learning analytics to visualize progress, identify trends, and adjust learning strategies accordingly.

Incorporating such technology into foreign language classes can significantly enhance the learning experience for students, aligning with several cutting-edge teaching methodologies and algorithms [14]. For instance, spaced repetition algorithms can be integrated into the journaling software to optimize review times for each word based on the forgetting curve, ensuring that students review vocabulary just as they are about to forget it, thereby maximizing retention.

By transforming the vocabulary journal from a static record into an interactive, algorithm-driven learning tool, educators can foster a more engaging, effective, and scientifically grounded approach to language acquisition. This innovative use of technology not only enhances the methodological novelty of the vocabulary journal but also aligns with contemporary research in applied linguistics and educational technology, marking a significant leap forward in personalized language learning.

4 RESEARCH METHODS AND TECHNIQUES

To delve deeper into the landscape of dictionary usage among English learners, we conducted comprehensive research among students at the State University "Zhytomyr Polytechnic." This empirical study aims to identify a student's need for a dictionary, the method of working with the dictionary, the frequency of using the dictionary and which dictionary is in constant use by a student. The insights gained from this research contribute valuable perspectives to the ongoing discourse on language acquisition and dictionary utilization.

1. Usage of dictionaries. Examining the survey responses on the use of dictionaries among 300 students of the 1st-3rd years, we received a complex vision of their language learning practices. A significant 66% of students affirmatively report using dictionaries, showcasing a prevalent reliance on these tools to support their language acquisition journey.

Conversely, 27% of students indicate that they do not use dictionaries, signaling a noteworthy minority

Contrastingly, 1% almost never uses dictionaries, signaling a unique learning approach that minimizes reliance on these tools.

who may adopt alternative strategies or resources for language learning.

A smaller subset, comprising 4%, occasionally turns to dictionaries, highlighting a small yet existing use of these resources.

Furthermore, 2% of students express a seldom use of dictionaries, suggesting infrequent reliance on these tools in their language learning routine.

An additional 2% reports using dictionaries only when no one else can provide the translation, indicating a situational reliance on dictionaries for specific language challenges.

The majority of students actively embrace dictionaries as integral tools in their language learning journey. However, a notable minority opts for alternative approaches or limits their dictionary usage to specific situations. These findings provide educators and language learning platforms with valuable insights to tailor resources and support systems that align with the diverse preferences and habits of students in their language learning endeavors.

2. Purpose. Analyzing the diverse purposes for which students use dictionaries sheds light on their specific language learning needs. A significant 67% primarily use dictionaries to look for translations, underscoring the foundational role of translation in language acquisition.

A smaller yet substantial portion, 9%, seeks both translation and pronunciation, indicating an awareness of the importance of mastering both the written and spoken aspects of language.

Another 8% focuses on definitions, emphasizing a desire for in-depth understanding and clarity in the meaning of words.

A subset of 5% utilizes dictionaries to find synonyms or antonyms, showcasing a commitment to expanding their vocabulary range.

Similarly, 5% of students turn to dictionaries for examples of usage, highlighting a contextual approach to language learning.

A minimal 2% adapts their dictionary use depending on the specific need, showcasing a strategic and flexible approach to language challenges.

An additional 2% acknowledges the value of all mentioned components, suggesting a comprehensive utilization of dictionaries.

A mere 1% expresses a preference for almost everything, indicating a holistic reliance on dictionaries for various language learning aspects.

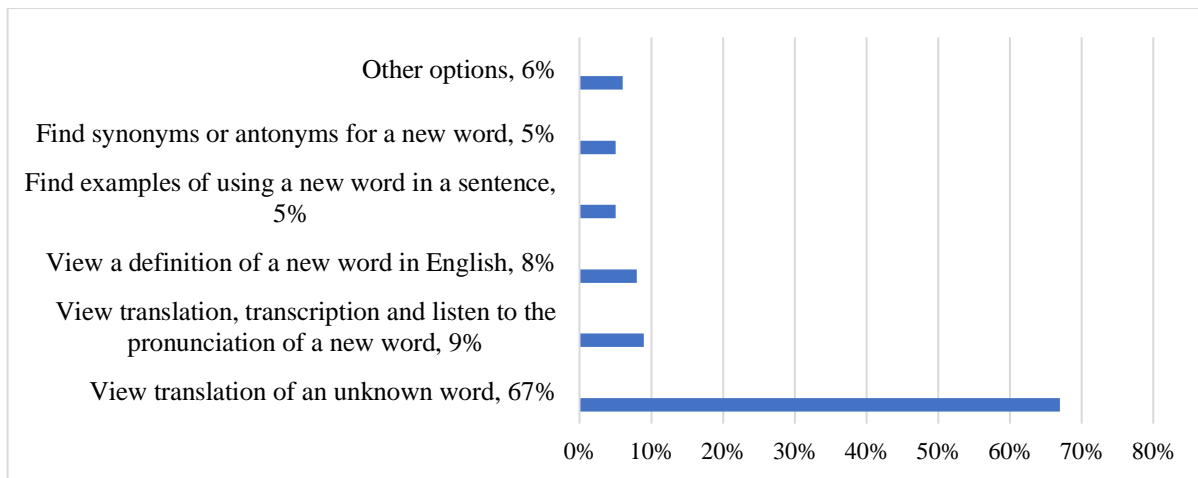


Figure 1: For what purposes students turn to dictionaries.

Source: own research.

In summary, the varied purposes for dictionary usage among students reflect the diverse facets of language learning. Educators and language learning platforms can leverage these insights to tailor resources that align with the specific needs and preferences of students, fostering a more targeted and effective language learning experience.

3. Algorithm for using dictionaries. Analysis of the survey results reveals that a significant majority of students, 56%, do not have their own algorithm for using dictionaries. This majority suggests a potential gap in the development of individualized language learning methodologies among the student population. Conversely, 44% of respondents affirmatively report having their own algorithm, showcasing a diverse range of approaches in optimizing dictionary utilization. These results underscore the importance of understanding and addressing the varied needs and preferences of students when it comes to integrating dictionaries into their language learning journey.

4. Prevalence of the dictionary types. Analyzing the data on the types of dictionaries students use provides valuable insights into their preferred tools for language learning. The majority, comprising 57%, leans towards the convenience of Google Translator, indicating a prevalent reliance on online translation services. Furthermore, 20% of students opt for the indirect approach of using Google Search to identify suitable dictionaries, showcasing a resourceful strategy in dictionary selection.

A notable 23% of students demonstrate a diversified approach, distributing their preference across renowned dictionaries such as Longman, Oxford, Cambridge, Collins, as well as digital platforms like Multitran, Reverso, and DeepL. This diversity suggests a nuanced user base with varying preferences, possibly influenced by the specific features and strengths offered by each dictionary.

The prevalence of translation-centric preferences underscores the practical and immediate language learning needs of the student population. This insight is crucial for educators and language learning platforms to tailor resources that align with the specific requirements of students, ensuring a more targeted and effective learning experience.

Analyzing the data on students' dictionary preferences in terms of online and printed resources reveals a clear trend in favor of digital tools. The overwhelming preference for online dictionaries among 72% of students underscores the digital transformation in language learning. This substantial portion reflects the convenience, accessibility, and real-time nature of online resources, aligning with the fast-paced and tech-driven learning environment.

Furthermore, 26% of students demonstrate a flexible approach, choosing either online or printed dictionaries based on the situation. This indicates an adaptable learning strategy, where students may leverage the advantages of online dictionaries for quick reference but turn to printed dictionaries in specific contexts.

A mere 2% of students exclusively rely on printed dictionaries, signaling a minimal preference for traditional, tangible resources in the digital age. This group may value the tactile experience or specific features offered by printed dictionaries that cater to their learning preferences. These insights are crucial for educators and educational platforms to tailor language learning resources that align with the diverse preferences and needs of students in the modern learning landscape.

5. Usage of individual vocabulary journals. Examining the responses on the presence of individual vocabulary journals among students provides valuable conclusions into their study habits. A majority of 53% indicate that they do not maintain an individual vocabulary journal. This suggests that over half of the student population may not engage in the practice of systematically recording and reviewing new words.

Conversely, 38% of students affirmatively report having their individual vocabulary journal. This dedicated group recognizes the value of maintaining a personal record to enhance their vocabulary acquisition and retention. A smaller subset of 9% admits to either never having, sometimes having, or rarely having an individual vocabulary journal. This minority may not consistently incorporate this practice into their language learning routine.

In essence, while a substantial portion of students do not currently maintain individual vocabulary journals, there exists a notable segment that actively recognizes and employs this effective language learning strategy. This information is pivotal for educators and language learning platforms to encourage and support the integration of vocabulary journals into the study routines of students, fostering a more comprehensive and personalized approach to language acquisition.

6. Aspects students are looking for. Examining students' preferences for aspects beyond translation in language learning reveals diverse interests and priorities. A significant 39% express an interest in transcription or pronunciation, showcasing a recognition of the importance of mastering the auditory and phonetic dimensions of language.

Another substantial group, constituting 28%, values example sentences, indicating a desire for contextual understanding and application of newly acquired words.

A smaller subset of 12% expresses interest in definitions, emphasizing a focus on comprehending the nuanced meanings and applications of words.

Surprisingly, only 15% show interest in translations exclusively, suggesting a lesser emphasis on native language equivalents.

The granular aspects of language, such as part of speech and collocations, attract the interest of 1% each. These individuals demonstrate a keen interest in delving into the structural and contextual intricacies of words.

A minority of 4% expresses a holistic interest in everything, underlining a comprehensive approach to language learning that encompasses various facets.

In conclusion, the survey findings illuminate the multifaceted nature of students' interests in language learning. Educators and language learning platforms can leverage this information to tailor resources that align with the diverse preferences and learning styles of students, fostering a more engaging and effective language learning experience.

5 CONCLUSIONS

The journey of vocabulary acquisition is foundational to achieving fluency in a foreign language, encompassing not merely the understanding of word meanings but also their adept utilization in varied contexts. This journey, traditionally underemphasized in favor of communicative competence, has seen a paradigm shift with the recognition of dictionaries and translation tools as indispensable assets in language education. Our investigation into the practices and perceptions of 300 students regarding dictionary use has unveiled a landscape rich in diversity, reflecting a broad spectrum of strategies that students employ in their quest for language mastery.

Notably, the ascendancy of online dictionaries and platforms like Google Translator signifies a pivotal move towards digital resources, underscoring the need for educational strategies to evolve in tandem with technological advancements. This shift not only highlights the predominance of translation in language learning but also signals the potential for incorporating other critical aspects of language use, such as pronunciation, definitions, and contextual applications, into learning strategies.

The underutilization yet apparent benefits of maintaining an individual vocabulary journal, especially when enhanced with algorithms for personalized learning and linguistic analysis, point towards an untapped resource in language education. Such innovations can transform traditional methods into dynamic, interactive tools that cater to the

individual needs of learners, thereby fostering a more engaging and effective learning experience.

Moreover, the feedback loop created by integrating advanced technologies and adaptive learning algorithms into language learning resources represents a significant advancement. It allows for a more nuanced and responsive approach to language education, one that accommodates the diverse needs, preferences, and practices of students. By embracing these technological innovations, educators can offer more personalized, efficient, and impactful language learning experiences.

In essence, the future of language education lies in leveraging technology to create adaptive, personalized learning environments. This approach not only enhances vocabulary acquisition but also ensures a more holistic and profound mastery of languages. As we move forward, the key to success in language learning will increasingly reside in our ability to harness the potential of digital tools and resources, making the learning journey not only more effective but also more aligned with the digital age.

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