Research Paper

Effect of E-dictionary Strategy for Vocabulary Acquisition on the Listening and Speaking Skills

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ABSTRACT
This study examined the effect of the e-dictionary strategy for vocabulary acquisition on the listening and speaking skills of senior secondary students of French in Lagos State, Nigeria. Two research designs were used: the descriptive survey and the quasi-experimental design. Three hundred and forty-seven (347) SS2 (grade eleven) French students from six education districts in Lagos State participated in the study. To test the students' listening and speaking skills and vocabulary knowledge, the French Language Achievement Tests (FLAT) were used, pre-tests and post-tests were conducted with six intact French classes across three education districts. Three intact classes formed the treatment group with 67 students and the other 3 intact classes formed the control group with 67 students. The data gathered were analysed using the analytical techniques. The statistical analysis showed that the e-dictionary strategy in the games activity had a significant effect on the speaking skill of the treatment group with a mean difference of 3.54 over the control group. However, the e-dictionary strategy in the note-taking activity didn't have a significant effect (0.84) between the treatment and control groups. Nevertheless, the treatment group performed better by 24% over the control group. This study therefore asserts that the e-dictionary strategy can improve the speaking skill of learners of French as a foreign language in the games activity and recommends further research for improving the listening skill.

I. INTRODUCTION

Vocabulary acquisition plays a vital role in oral/aural skills acquisition. The aural or the listening skill requires the receptive vocabulary which is the vocabulary the user knows and applies in understanding a variety of oral discourses such as speech, conversation, or oral texts. The oral or the speaking skill requires the productive vocabulary which is the vocabulary the user knows and uses for oral alterations or speaking. Stuart and Laufer as cited by Li (2018), classified vocabulary knowledge into passive vocabulary (receptive), controlled active vocabulary (productive) and the free active vocabulary. In the Nigerian Senior Secondary Education Curriculum for French language (2012), vocabulary is acquired essentially through classroom activities such as dictionary-based exercises (lexis and structures), reading and

listening comprehension, essay writing and games. During these activities, teachers use different approaches, methods, strategies and techniques to teach vocabulary. There are two basic approaches to vocabulary acquisition, either the explicit or implicit approach. Researchers however do have enough empirical evidence to choose either the explicit or implicit approach. Explicit approach to vocabulary acquisition requires learners to be focused on the specific vocabulary items they want to learn. In this case, learners are able to process vocabulary items through instructed vocabulary learning which permits them to associate between word forms and their meanings more readily so as to transfer newly acquired words from the short-term to the long-term memory. While the implicit vocabulary acquisition approach entails vocabulary acquisition through discovery learning. Emordi as cited by Tar (2016), attributes some of the difficulties learners encounter mainly to inadequate methods, insufficient vocabulary, and lack of motivation. Sokmen (1997), enumerated a list of explicit techniques that the teacher can use in class to integrate new words to previously learnt words. Sokmen insisted that it was necessary to increase the number of times that a learner comes across the word between 5 to 16 occurrences of the word in order to assure its retention.

One of the key indicators of students' success in school and indeed in life is their knowledge of understanding of words. Nonetheless there is a general discontent and deep concern from specialists in French language, teachers, policy makers and the public at the marked deficiency of most students of French in their use of vocabulary especially at the senior secondary level. Despite the techniques used by teachers, it is disturbing that many students after years of learning French are demotivated and dissatisfied with their slow progress. According to the Chief Examiners' Report of the West African Examination Council (WAEC) (2016-2019), most candidates were unable to produce the ***compulsory liaison*** in the oral texts nor were able to give the required answers to the open-ended questions in the listening comprehension due to poor level of vocabulary. There is no doubt that there is a strong relationship between vocabulary knowledge and the ability to listen and to speak. Researchers have established a strong relationship between vocabulary knowledge and the ability of students to construct meaning and learn new words. Nation (2001), emphasised the complementarity between vocabulary knowledge and language use. Increase in the individual knowledge of vocabulary will boost the language use.

In recent times, greater importance is attached to foreign language learning due to the 21st century globalization and technological demands. E-learning offers a wide range of applications that increases learners' motivation. A dictionary is one of the most common accessible educational resources. There is however, a distinction between e-dictionary as a tool and e-dictionary strategy. E-dictionary as a tool can be in the form of a CD-ROM, mobile telephones and online search engines while an e-dictionary strategy comprises the process used by the tool in order to achieve some learning objectives as demonstrated in the 7-Step e-dictionary strategy used in this study. Previous research works compared electronic and paper dictionary mainly through word check-ups in educational readings, the focus of this study however, is not to compare the paper and electronic dictionary but to determine the effects of the use of the 7-Step e-dictionary strategy on vocabulary acquisition in the note-taking and games activities of senior secondary students in Nigeria for improved listening and speaking skills.

The three theories underpinning this study are the Ausubel's Subsumption Theory (1962), (ii) The Cognitive Theory of Multimedia Learning by Richard Mayer (1947) and (iii) the Contemporary Language Motivation Theory (Gardner and Lambert 1959). Ausubel's Subsumption theory is mainly focused on explicit approach to vocabulary acquisition, repetition, student centeredness, and meaningful learning. The explicit approach was used in the 7-Step e-dictionary strategy since learners were aware of the specific vocabulary items they wanted to acquire. The 7-Step e-dictionary strategy fostered repetition as well. The vocabulary

items learners acquired reoccurred in the listening comprehension text and were further reused in the games the learners played. Learning was centered on the learners unlike in the teacher's centered learning where most of the classroom activities were centered on the teacher. With the 7-Step e-dictionary strategy instructional material, learners can be referred to as active learners since they were able to generate ideas and were able to reuse the vocabulary items in different contexts. When learning becomes meaningful it can be said that there is a shift from passive vocabulary learning to active vocabulary acquisition.   The Cognitive Theory of Multimedia Learning by Richard Mayer that aimed at using the multimedia instruction to harness words that learners came in contact with from the short term to the working and long-term memory were embedded in the 7-Step e-dictionary strategy below. Step 1: getting to know the meaning of the word, steps 2-4: getting to know the forms of the words, here learners were taught the pronunciation of the words, their gender and grammatical class. From steps 5-7 learners learnt how to use the words not only in the dictionary contexts but in other contexts as well as using the words in the classroom activities. By the time learners went through the 7-Steps strategy, the vocabulary items were better harnessed and stored permanently in the long-term memory for better retention. Learning French with electronic dictionary in the French as a foreign language class captivates the interest of the learners and motivates them to learn French since they were able to hear the pronunciations of the words and see the forms and the meanings of the words at the same time. Motivation is one the key pedagogical values of the use of e-dictionary strategy in the French as a foreign language class which was highlighted in the Contemporary Language Motivation Theory (Gardner and Lambert). Nesi (1999), acknowledged that users were enthusiastic about the use e-dictionary.
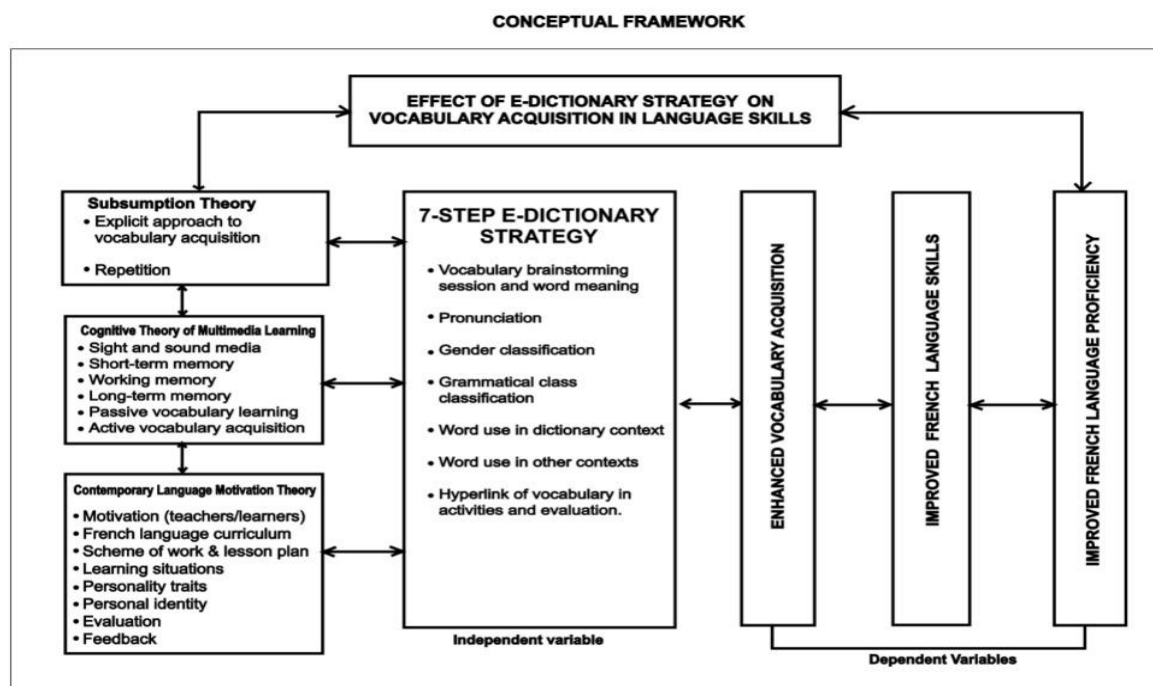

FIGURE 1: CONCEPTUAL FRAMEWORK ON THE EFFECT OF E-DICTIONARY STRATEGY ON VOCABULARY ACQUISITION OF SENIOR SECONDARY STUDENTS OF FRENCH.

SOURCE: Researcher, 2021

Purpose of the study: The purpose of the study was to determine the effect of e-dictionary strategy on vocabulary acquisition of senior secondary school students of French language in Lagos State, Nigeria.
The specific objectives were to:

1.   determine the effect of the use of e-dictionary strategy for vocabulary acquisition on the listening skill of learners.
2.   assess the interaction effect of e-dictionary strategy for vocabulary acquisition on the speaking skill of learners.

Research Questions
The following research questions were raised for the study:
1.   To what extent will the use of the e-dictionary strategy for vocabulary acquisition affect the listening skill of learners?
2.   What is the interaction effect of the use of the e-dictionary strategy for vocabulary acquisition on the speaking skill of learners?

Research Hypotheses
The following research hypotheses were formulated to direct the study:
1.   There is no significant effect of the use of the e-dictionary strategy for vocabulary acquisition on the listening skill of learners.
2.   There will be no significant interaction effect of the use of the e-dictionary strategy for vocabulary acquisition on the reading skill of learners

II.   LITERATURE REVIEW

The literature review covered the following areas and concepts.
PAPER VERSUS ELECTRONIC DICTIONARY
        Electronic dictionary (e-dictionary) is essentially the electronic version of the paper dictionary. Some of the paper dictionaries used in school are the Cassell's French English Dictionary by J.H. Douglas (2003), Collins Easy Learning French by HarperCollins (2006) and the RON French-English Picture Dictionary by Ossai R.N. (2020). E-dictionary has been found to be more advantageous due to the essential features such as the high storage facilities and the ability to operate at a high speed. The notion of electronic dictionary can be classified into three namely: e-dictionary as a tool, functions of the e-dictionary and the e-dictionary strategy. E-dictionary as a tool refers to the different types of e-dictionary such as e-dictionary apps for mobile telephones and computers, and the online dictionaries. Functions of the e-dictionary refers to what it does such as the multi-word search, hyperlinks while the e-dictionary strategy is the process used to carry out specific tasks or activities in order to obtain set objectives.
        Lexicographers admit the great potentials of e-dictionary.Gilles-Maurice de Schryver (2003), numerated about 118 advantages of the e-dictionary such as speed, storage capacity, text and multimedia corpora, ease of access, user-friendliness and so forth. These features were elaborated by (Prinsloo (2001), Geeraerts (2000), and Harley (2000)**.** Amirian and Heshmatifar (2013), stated that students accessed the contextual meaning of the words two times faster with an e-dictionary than with the printed dictionary. Also Hulstijn as cited by Hakim (2015), stated that some L2 learner's chose not to use printed dictionary when they come across unfamiliar words in a text because of the excessive loss of time involved in flicking trough the dictionary pages which disrupts the flow of reading. According to Guillot and Kenning as cited by Nesi (1999), students in a natural and spontaneous manner check a great number of unknown or unclear words not only when it was necessary but mainly out of curiosity. They also said it was easy and satisfying to do so. They added that they would never have been able to do a similar thing with the printed dictionary
         With printed dictionary it is hard for learners to check the meaning of the words in pairs or groups or for the teacher to supervise them. This however is not the case with electronic dictionary which can be projected from a point for the entire class. This gives the possibility for the teacher to give collective instruction. Meijs as remarked by Nesi (1999), predicted the

imminent demise of the dictionary as a book and further went on to say that online dictionaries would be more of a norm than an exception.

TYPES OF VOCABULARY: RECEPTIVE/PASSIVE & PRODUCTIVE AND/ACTIVE

Vocabulary knowledge can be considered essentially in two perspectives: receptive and productive vocabulary. Receptive vocabulary refers to vocabulary which learners can recognise or understand in the listening or reading context, but they cannot produce them themselves either in the spoken or written forms. Productive vocabulary on the other hand are words learners can understand and use correctly in both the oral and written forms. (Stuart Laufer as cited by Li (2018) classified vocabulary knowledge into passive vocabulary (receptive), controlled active vocabulary (productive) and the free active vocabulary. The passive vocabulary are words the learner can recall with some clues while free active vocabulary are words that the learner can use spontaneously in written form within a context. The passive vocabulary is generally larger than the active vocabulary.

THE LISTENING SKILL

Listening is the ability to understand and interpret messages in a spoken language. It involves a complex affective, cognitive, and behavioural processes. According to the findings from previous research, Coakley et al as cited by (Kelby K, 2012). Listening is the ability to retain information as well as to react emphatically to verbal and non-verbal messages. Listening precedes speaking since it is impossible to expect a learner to produce a sound which he has never heard neither in his mother's tongue nor in the target language (Ikonta, 2010). A pertinent view of listening requires a listener to construct his own coherent interpretation of any spoken language. Listening requires a sustained attention and focus which is active in nature. Active listeners are able to discriminate aurally between sounds of a language as well as understand speech delivered at normal speed. Listening is a creative activity that can be analyzed and described. A conscious effort is required in order to listen effectively and to understand a conversation, or to carry out an instruction. As a result the ability to listen or to sustain listening has to be developed by language educators. This affective process involves the motivation of the learners who have to be made interested in the content (Ikonta, 2010). The cognitive aspect of listening entails being able to understand and interpret the messages which very often are linked to the vocabulary level of the learners. While the behavioral processes involves the verbal and non-verbal interactions (Ikonta, 2010). Effective listening helps to improve schoolwork and workplace relationships. Besides active listeners are able to make aural discrimination. Often teachers pay more attention to grammar, reading and writing at the expense of the listening. Essentially listening can be categorized into extensive and intensive listening. Extensive listening involves listening over a much longer period of time to some details with less concentration. Intensive listening is a more serious type of listening whose focus is to listen purposefully to get particular information (Ikonta,2010). It entails subjecting one's faculties to the auditory sounds of the language and using the power of concentration maximally to recognize details in pronunciation and vocabulary acquisition as well as other cultural aspects of the language. Passages with high level of language features provide excellent material for exercises and drills for intensive listening. Ikonta (2010), asserts that one way for learners to practice intensive listening is for them to once or twice listen to a passage containing these items and then give them a written text of blanks to fill in. Practice in listening for meaning can be done within the contexts of listening comprehension passages selected within the intellectual range of the learners (Ikonta, 2010). Ikonta (2010), encouraged critical listening which involves listening for inferential, interpretative, elaborative and evaluative meaning of speech and text. Person (2003), classified listening into active, emphatic, critical listening and listening for enjoyment. Active listening involves listening with a purpose.

Emphatic listening is a form of active listening in which understanding an aural text requires the listeners to use both the linguistic and non linguistic abilities (Staehr, 2009). Bonk (2000), stated that listening modality requires an interaction of the sensory input and past knowledge.

With regards listening and vocabulary acquisition, konta (2010), suggested that teachers should place high value on selective listening. They should stress the important things the learners should listen to such as particular information main points of the text, and specific language items to look for. This can be achieved through purposeful listening. Vocabulary knowledge of learners do affect their listening comprehension ability. So it is necessary to select a text whose vocabulary range is adequate for the learners. Leaners should also be trained to develop critical listening. Questions can be designed to elicit factual responses such questions can be inferential or critical in order to stimulate critical thinking such as yes or no answers, true or false, filling blanks or multiple choice questions. A listening comprehension passage can also be used to start up a conversation. The first part of the questions should be simple while the second part should require critical thinking and application such as analysis, synthesis, inferential critical and evaluation levels

THE SPEAKING SKILL

Speaking is a social art (1konta, 2010). It hinges on the ability of the learner to communicate meaningfully and appropriately rather than a mere mastery of grammatical or linguistic structures. The development of the speaking skill should go beyond practice drills on pronunciation of isolated items to the use of various task-based activities such as games, peer interaction, group interaction, demonstrating comprehension and speaking through guessing and actions. Guessing the meaning of abstract words. Such activities can motivate students to generate definite, accurate and meaningful communication. Developing the speaking skills should enable learners to engage in language use above the sentence level. Language should be used to accomplish specific functions. It is important for teachers to base the speaking task on activities that will motivate learners to speak. (Wesrap, 2003). Learning with fun implies that learners will take part actively in the lesson while teaching and learning are carried out through a variety of interesting and guided learning activities.

NOTE-TAKING ACTIVITY

According to the study of Salame et al. (2020), note-taking activity improves students recall of material, increases students' understanding of the content, assists in the preparation for examinations and improves the overall grades. Note-taking and reviewing have a substantial positive effect on learning (Kobayashi, 2006). Note-taking is also one of the ways used to gather information from the content of lectures. (Boyle, 2011). Note-taking is an important means for cognitive processing since it enables learners to recall information. One of the main advantages of note-taking is that it engages learners and enables them to listen attentively in order to identify key messages. Research acknowledges that note-taking improved learning and increased understanding through active participation in the note-taking activities (Bohay et al., 2011).

In principle when learners actively listen and note down key points, it should enable them to effectively process the information for better understanding. But this may not always be the case according to Boyle (2011), although note-taking is effective, learners may lack the strategic skills necessary to benefit from it in content-heavy classes. According to Salame et al. (2020), in a study by Finch, 19 study aids were enumerated and submitted to over 2,000 students to vote which study aid was most effective. It was found that note-taking activity received more votes than any other aid that was listed. About 700 students voted that learning how to take notes would be most useful in their learning and would help them progress in their study. Boyle (2011), further expounded on the three main processes learning takes place while

students take note: Firstly, students decipher relevant information and write them down, secondly they are able to organize the relevant pieces of information in order to make a mental representation of them and lastly they are able to process the information they learnt with the current knowledge in their memory.

Mayer, as cited by Salame et al. (2020), note-taking promotes inter connection of ideas and helps to improve memory. Research supports the notion that note-taking positively impacts student's working memory (Olive & Piolat, 2002). Note taking is considered one of the pillars of formal classroom learning where the ability to recall, memorize are harnessed when learners are engaged in understanding the instructions from the teacher (William & Eggert, 2002).

Salame et al. (2020), emphasized how beneficial note-taking can be in developing vocabulary knowledge which can lead to success in students' learning.   Note-taking activity enables learners to elaborate and understand information embedded in the listening comprehension passage (Bonner & Holliday, 2006). Note-taking exercise entails the ability to effectively identify the main ideas (Peverley et al., 2007). The identification of main ideas significantly impacts learning and remembering of information. Individual differences can also affect results such as the vocabulary and the grammatical knowledge, ability to infer information, the type of memory as well as text features and the question types whether open or closed ended questions (Kim,2011).

Games Activity

Playing games in the French as a second language class creates a relaxing and conducive learning environment. Game-base pedagogy gives opportunity for interaction and visual self-expression (Patton, 2013).   Game-based pedagogy enables learners to have a platform for understanding in order to critically analyze situations while offering at the same time opportunities for interaction and self-expression (Patton, 2013).

III.   METHODOLOGY

The research methodology discusses the research design, study population, sample size and sampling technique,   research instruments, validation of instruments, test for reliability of instruments, data administration, collection procedure, and method of analysis.

Research design of the study: This study adopted two research designs: the descriptive survey and the quasi-experimental design.

Population of the study: The population of the study comprised all the senior secondary school II (year eleven) male and female students offering French in public schools in Lagos State Nigeria from six education districts.

Sample and sampling technique: The study combined a field survey and quasi-experiment. For the field survey, the simple random sampling technique was used to select 16 senior secondary schools across the 6 education districts in Lagos State that offered French at SS2 level. The purposive sampling technique was used to select 6 schools from three education districts with a higher density of students offering French, for the quasi-experiment for the main study.

Sample size: A sample size calculator was used to determine the sample size of 347 within a population of 3550 at 95 % confidence level and confidence interval of 5. Three hundred and forty-seven (347) SS2 French students from six education districts in Lagos State participated in the study. To test the students' listening, speaking skills and vocabulary knowledge, the French Language Achievement Test (FLAT) was used. A pre-test and post-test were conducted for one hundred and thirty-four (134) students selected from six intact French

classes across three education districts. Three intact classes formed the treatment group with 67students, while the other 3 intact classes, also with 67 students formed the control group.

Research Instruments
Four instruments were used for the pre-and post-tests for the data collection as listed below.
  I. French Language Vocabulary Achievement Test for listening and speaking (FLVAT)
 II. French Language Listening Skill Test (FLLST)
III. French Language Speaking Skill Test (FLSST)
 IV. Questionnaires for students

French Language Vocabulary Achievement Test for listening and speaking (FLVAT): This consisted of 30 multiple-choice questions drawn from the West African Examination Council (WAEC) standardized listening comprehension passage. The advantage of obtaining words and phrases from the WAEC listening comprehension passage, for FLVAT for listening and speaking was because they corresponded with the students' level and requirement. They were therefore considered most suitable for this study since it was based on WAEC French language curriculum. The FLVAT test was also used to determine the vocabulary items that the learners did not know for listening and speaking. These were words which learners did not know and intentionally wanted to acquire. Ausubel (1962) supports explicit vocabulary acquisition and repetition since it fosters meaningful learning and gives learners the opportunity to increase in vocabulary knowledge both within and outside the classroom.

ii)   French Language Listening Skill Test (FLLST)
The FLLST was a standardized West African Examination Council Listening Skill Test. It comprised ten multiple choice questions based on a short passage of about 350 words given to learners to assess their listening skill. The learners were already exposed to listening comprehension techniques from their previous classes in the secondary school with regard to WAEC modalities for testing the listening skill.

iii) French Language Speaking Skill Test (FLSST). The French language speaking skill test was modelled after the West African Examination Council speaking skill test. It comprised ten reading aloud words obtained from the WAEC listening comprehension passage to assess learners' pronunciation. Three open ended questions were also asked to generate conversation based on different life situations such as the family, school and the country. The purpose was to assess learners' ability to reuse the vocabulary they acquired for the listening comprehension.

vii) Questionnaire for students: The students' questionnaire had 20 items developed by the researcher. It used four point Likert Scale. Numbers 1-10 of the questionnaires were directed to the listening skill and to research question 1 and numbers 11-20 were directed to the speaking skill and research question 2. Before giving the questionnaires to the students, they were told that the e-dictionary was the same as the dictionary they have on their mobile phones which is the electronic version of the paper one. The explanation was to facilitate the understanding of the questionnaire.

Validity of Research Instruments
The face and content validity of the instruments were subjected to Lawshe Content Validity Ratio Analysis (CVR). The value was 0.91, it showed that each item was essential and positive.
Reliability of Research Instruments. A pilot study was carried out by the researcher to have a try out of the instruments in the field to determine their psychometric properties. It was conducted by using 64 learners in a different school from where the main study was done. The study lasted for eight weeks.

The scores collected were correlated using Pearson Product Moment Correlation Statistics to determine their reliability coefficients. The obtained values for the instruments are presented in Table 1 below:

Table 1: Test-Retest Reliability Values of Instruments (N=64)

Instrument	Test	Mean	Sd	R_{tt}
FLVAT	1st	10.21	1.64	0.63
	2nd	8.23	2.32	
FLLST	1st	8.42	3.28	
	2nd	10.22	1.99	0.72
FSST	1st	8.20	3.12	
	2nd	10.11	2.17	0.61
	1st	11.43	2.76	
SQ	2nd	9.64	2.87	0.63

Evidence from Table 1 shows that the test-retest reliability indices of FLVAT gave 0.63, FLLST gave 0.72 while that of, FLSST and SQ were 0.61 and 0.63 respectively. The values were adjudged to be satisfactory; hence, they were suitable, reliable, and valid to be used for the main study.

Administration of the Instruments

The administration of the instruments for both the treatment and control groups and the training of research assistants for the main study lasted ten weeks: Two weeks were used for the training of the regular classroom teachers as research assistants, two weeks were used for the pre-tests, four weeks were used for the treatment and the last two weeks used for the post-tests. The treatment group was instructed using the 7-Step e-dictionary strategy as illustrated in the conceptual framework figure:1, while the control group was instructed using the conventional method. The conventional method consisted of teacher's explanation. The Ausubel's Subsumption theory, the Cognitive Theory of Multimedia Learning and the Contemporary Language Motivation theory were the bedrocks of the 7-Step e-dictionary strategy. They key factors which the theories fostered such as repetition, explicit approach, meaningful learning, students' centeredness, transfer of vocabulary knowledge from the short to the long-term memory and motivation were all embedded in the 7-Step e-dictionary strategy. These factors are demonstrated in the lesson plans below. The treatment and the control groups were taught the same contents in the listening comprehension and games activities. It was noted that teaching with the 7-Step e-dictionary strategy took longer than teaching with the conventional method. Because of the pandemic the normal teaching periods of 1hour 20 minutes were reduced to 1 hour.

WEEKS 1&2: Research assistants were trained in weeks one and two.

WEEKS 3&4: Pre-tests for the treatment and control groups were administered in weeks three and four.

The following pre-tests were given in weeks three and four since all the tests couldn't possibly be administered in just one week.

(I) The French Language Vocabulary Achievement Test for listening and speaking (**FLVAT**)
The FLVAT consisted of 30 multiple-choice questions which learners attempted in forty-five minutes.

(II) The French Language Listening Skill Test (FLLST) was administered in 30 minutes. The FLLST is a WAEC listening comprehension passage titled "Unforgettable Event" It had four paragraphs and contained 250 words. Learners were asked to listen to the passage for understanding the first time the passage was read. They were given five minutes to read the ten multiple and open-ended questions. The passage was read a second time before they answered the questions in fifteen minutes.

(III) The French Language Speaking Skill Test (FLSST) was administered between one to two hours depending on the number of participants per school. The FLSST comprised ten reading aloud words which included words with liaison. Learners were also asked simple and open-ended questions on greetings, their identity, country, among others. Each candidate required an average of five minutes.

From weeks 5-8 the control groups were instructed the same content using the conventional method while the treatment group was instructed using the 7-Step e-dictionary strategy.

Instruction with the treatment group with the 7 Step e-dictionary strategy.

WEEK 5: Listening comprehension was taught to learners:

The title of the listening comprehension passage taught in week five was 'Shopping in Surulere Shoprite' It was adapted from the original passage titled 'The Unforgettable Event' used for the pre-test. The central theme of both passages was shopping. The essence was to foster repetition of vocabulary for better understanding. The two objectives in the lesson plan were achieved using the 7-Step e-dictionary strategy.

<u>Objective 1:</u> Teaching difficult vocabulary items.

Step 1: **Brain storming session and word meaning**. Learners were asked if they recalled some of the vocabulary items they came across from the oral passage they used for the pre-test. The new listening comprehension passage was read aloud for the first time and the learners were asked to give the difficult vocabulary from the passage. A list of the vocabulary items was made which the teacher projected. Each of the difficult words was clicked on to give the meaning.

Step 2: Each of the difficult words was clicked on to give the pronunciation. The learners were asked to repeat the pronunciation of the words about two to three times.

Step 3: Learners were asked to identify if the words were masculine or feminine, singular or plural

Step 4: Learners were asked to state grammatical class of the words: noun, pronoun, adjective, verb, adverb, conjunction, preposition, or interjection. According to Nation (2001) getting to know a word implied getting to know the forms.

Step 5: The teacher clicked on the dictionary use of the vocabulary. For example: the word 'to make or to do' and different dictionary options popped up.

Step 6: Learners were asked to associate the dictionary meaning of the words with the contextual use of the same words in the listening comprehension passage. For example, 'I go shopping to the supermarket in order to repeat the use of the vocabulary within the listening comprehension context. Next, learners were asked to substitute only the pronoun and the verb in the sentence, thereby having forms like: 'You go shopping to the supermarket', 'They go shopping to the supermarket', such that they were able to repeat and use the vocabulary in their own words.

<u>Objective II:</u> Note-taking activity

Step 7: Note-taking activity was used to explain the listening comprehension passage. During this activity, there was constant interaction between the teacher, learners, and the e-dictionary. The passage was read aloud three times. The first time learners were asked to listen globally in order to get the general idea. The passage was read a second time and learners were asked to listen in detail and to use the dash punctuation mark to note the main character, other characters, the scene or venue, central and sub themes, moods, actions, verbs, time, and other information.

They were called at random to read aloud the notes they had taken. With the help of the teacher, the points noted from the passage were put together and discussed and the difficult words were further clarified with the e-dictionary. The teacher read the passage for the last time. This time learners were not expected to take note, instead they listened to synthesize. Evaluation: Learners were given five multiple choice questions to test their comprehension of the listening passage.

WEEK 6: LEARNERS PLAYED A GAME: There were two objectives in the lesson plan for week six. The first objective was the revision of the vocabulary taught the previous week while the second objective was to practice pronunciation of the words while playing a game with the words. The vocabulary items used for the game were obtained from the listening comprehension passage. This meant that the same vocabulary contents were taught in weeks five and six. This enabled the reoccurrence and repetition and gave opportunity for re-use.

Objective 1: Steps 1-6: Randomly using the e-dictionary strategy the learners went over the vocabulary learnt in the previous lesson. According to Nation (2001), learners need to come across the same vocabulary between 5 to 19 occurrences before real vocabulary acquisition can take place.

Objective 2: Step 7: Learners practiced the vocabulary items they acquired through a game. The learners were divided into two groups, groups A and B. Nouns and verbs that could de demonstrated were wrapped in small pieces of paper and were placed in a container. Learners from group A would pick and act out the vocabulary without uttering a word while members from their group tried to infer the meaning of the French word by saying the French word aloud. If members from group A inferred the meaning within 30 seconds, they got a full mark, but if members of group A failed, and the members from group B were able to infer the meaning, they got a half a mark. The vocabulary items were picked in alternating manner. Intermittently, the e-dictionary was consulted for further clarifications where needed. Learners were overly excited and motivated to participate in the game. **Evaluation:** The marks obtained served as the evaluation.

Week 7: The topic of the listening comprehension passage for week 7 was shopping at Ebano Supermarket. The7 Step e-dictionary strategy was used for teaching as explained in week 5.

Week 8: LEARNERS PLAYED A GAME: The 7-Step e-dictionary strategy as described in week 6 was used. The words that were wrapped up this time were in English, but they were inferred in the French language.

Weeks 9 and 10: The post tests were administered.

ANALYSIS OF THE RESEARCH QUESTIONS
In order to answer the two research questions raised in the study, the items on the questionnaire were analysed using the mean scores and standard deviation.

Research Question One
To what extent will the use of the e-dictionary strategy for vocabulary acquisition affect the listening skill of learners?

This question is answered with items 1-10 of the research questionnaire, as shown in the table below:

Table 2: Effects of the use of the e-dictionary strategy on vocabulary acquisition on the listening skill of learners.

S/N	SECTIONA: LISTENING COMPREHENSION	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	STD	Remark

1	I can understand the listening comprehension passage better if I learn the pronunciations of the French words using electronic dictionary.	28 (8.4)	50 (14.4)	169 (48.7)	99 (28.5)	2.99	.860	**A**
2	I can get higher marks in listening comprehension if I learn the meaning of the French words using paper dictionary.	26(7.5)	72 (20.5)	145 (41.8)	105 (30.3)	2.97	.883	**A**
3	I can get higher marks in the listening comprehension if I learn the meaning of the French words using electronic dictionary.	14(4.6)	65(19.0)	149 (42.9	116 (33.4)	3.05	.826	**A**
4	From a listening comprehension passage, I can learn more French words by using electronic dictionary rather than the conventional teacher.	24(6.9)	88 (25.4)	122 (35.2)	113 (32.6)	2.92	.923	**A**
5	I can respond to the listening comprehension passage better if I understand the agreement between words by using electronic dictionary rather than the teacher's explanation of the words.	69 (19.9)	142 (40.9)	83 (23.9)	53 (15.3)	2.35	.962	**D**
6	Vocabulary learning is the greatest challenge I have in understanding listening comprehension passage which the electronic dictionary can solve.	36(10.4)	90 (25.9)	144 (41.5)	77 (22.2)	2.76	.904	**A**
7	Our teacher usually teaches us the meanings of French words used in the passage before we answer the listening	16(4.6)	33(9.2)	140 (40.3)	159 (45.8)	3.33	1.733	**A**

	comprehension questions.							
8	In a term, our teacher repeats new French words at least five times in the listening comprehension questions.	16(4.6)	39(11.2)	155 (44.7)	137 (39.5)	3.19	.814	**A**
9	Teaching with electronic dictionary encourages repetition of French words for effective vocabulary learning in listening comprehension classes.	31(8.9)	74(21.3)	134 (38.6)	108 (31.1)	2.90	.932	**A**
10	The conventional teacher's method of teaching listening comprehension is boring.	51(14.7)	30(8.6)	154 (44.4)	112 (32.3)	2.94	.936	**A**
	Average (%)	31(8.9)	68(19.9)	139 (40.1)	108 (31.1)	**2.94**	**0.977**	**A**

Strongly Agree (SA) = 3.5 & above; Agree (A) = 2.50-3.49; Disagree (D) = 1.50-2.49; and Strongly Disagree (SD) = below 1.5

Table 2. Shows that most of the mean scores of the items 1-10, in the table are greater than 2.5. This implies that the majority of the learners agreed with items 1-4, 6-10 on the effects of the use of the e-dictionary strategy for vocabulary acquisition on their listening skill and disagreed with only item 5. Hence, the learners are of the opinion that they can understand the listening comprehension passage better if they learn the pronunciation of the French words using electronic dictionary (Mean=2.99; SD=0.860); they can get higher marks in listening comprehension if they learn the meanings of the French words using paper dictionary. (Mean=2.97; SD=0.883); they can get higher marks in the listening comprehension if they learn the meanings of the French words using electronic dictionary (Mean=3.05; SD=0.826). From a listening comprehension passage, they can learn more French words by using electronic dictionary than by using the teacher's explanation of the words (Mean =2.92; SD=0.923); they can answer the listening comprehension questions better if they understand the agreement among words by using electronic dictionary than the teacher's explanation of the words (Mean=2.35; SD=0.962); vocabulary learning is the greatest challenge they have in understanding listening comprehension passage which the electronic dictionary can solve (Mean=2.76; SD=0.904); their teacher usually teaches them the meanings of French words used in the passage before they answer the listening comprehension questions. (Mean=3.33; SD=1.733); in a term, their teacher repeats new French words at least five times in the listening comprehension passage. (Mean=3.19; SD=0.814); teaching with electronic dictionary encourages repetition of French words for effective vocabulary learning in listening comprehension classes (Mean=2.90; SD=0.932). A large majority of respondents agreed that the conventional method of teaching listening comprehension was boring. (Mean=2.94; SD=0.936).

Therefore, the answer to the research question one is that, to a great extent, the use of the e-dictionary strategy for vocabulary acquisition positively affects the listening skill of French learners in senior secondary schools **(Mean=2.94; SD=0.977)**.

Research Question Two: What is the interaction effect of the use of the e-dictionary strategy for vocabulary acquisition on the speaking skill of learners?

This question was answered with items 11-20, Section B of the research questions, as shown in the table below:

Table3: Effects of the use of e-dictionary strategy for vocabulary acquisition on the speaking skill of learners.

S/N	SECTION B: SPEAKING AND CONVERSATION	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	STD.	Remark
11.	I can understand better the questions asked in French if I learn the pronunciations of the words using electronic dictionary.	23 (6.6)	74 (21.3)	144 (41.5)	106 (30.5)	2.94	.887	A
12.	I can get higher marks in oral French if I learn the meanings of the words using paper dictionary.	30 (8.6)	82 (23.6)	130 (37.5)	105 (30.3)	2.89	.931	A
13.	I can get higher marks in oral French if I learn the meanings of the words by the teacher's explanation rather than by using the electronic dictionary.	30 (8.6)	72 (20.7)	135 (38.9)	110 (31.7)	2.96	.906	A
14.	I can communicate better in French if I learn more vocabulary by electronic dictionary than by the teachers' explanations of the words.	65 (18.7)	117 (33.7)	91 (26.2)	74 (21.3)	2.51	1.017	A
15	I can perform better in oral French if I understand the agreement between words using the electronic dictionary.	23 (6.6)	76 (21.9)	144 (41.5)	104 (30.0)	2.92	.878	A
16	Vocabulary learning is the greatest challenge I have in order to speak	33 (9.5)	94 (27.1)	132 (38.0)	88 (25.4)	2.80	.911	A

	French well which the electronic dictionary can solve.							
17	I frequently use electronic dictionary to learn French vocabulary during role play and oral conversation activities.	99 (28.5)	148 (42.7)	60 (17.3)	40 (11.5)	2.10	.95 1	**D**
18	In a term, our teacher repeats new French words up to ten times in oral activities.	30 (8.6)	60 (17.3)	145 (41.8)	112 (32.3)	2.96	.91 0	**A**
19	Teaching with electronic dictionary encourages repetition of words for effective oral communication in French.	33 (9.5)	68 (19.6)	136 (39.2)	110 (31.7)	2.98	.92 1	**A**
20	During the year, I am usually not motivated in the oral French class.	25 (7.2)	42 (12.1)	122 (35.2)	158 (45.5)	3.21	.89 4	**A**
	Average (%)	39 (11.3)	83 (24.0)	124 (35.7)	101 (29.0)	**2.83**	**1.0 16**	**A**

Strongly Agree (SA) = 3.5 & above; Agree (A) = 2.50-3.49; Disagree (D) = 1.50 -2.49; and Strongly Disagree (SD) = below 1.5

Table 3 shows that the majority of the mean scores of the items 11-20 are greater than 2.5. This implies that the majority of the learners agreed with items 11-16, 18-20 positive statements on the effects of the use of the e-dictionary strategy for vocabulary acquisition on the speaking skill of learners and disagreed with item 17 which is a negative statement. Hence, the learners agreed that they can understand better the questions asked in French if they learn the pronunciations of the words using electronic dictionary (Mean=2.97; SD=0.887); they can get higher marks in oral French if they learn meanings of the words using paper dictionary (Mean=2.89; SD=0.931), they can get higher marks in oral French if they learn the meanings of the words using the teacher's explanations than by using the electronic dictionary (Mean=2.96; SD=0.906); they can communicate better in French if they learn more vocabulary by electronic dictionary than by the teachers' explanations of the words. (Mean=2.51; SD=1.017); they can perform better in oral French if they understand the agreement among words using the electronic dictionary (Mean=2.92; SD=0.878); vocabulary learning is the greatest challenge they have in order to speak French well which the electronic dictionary will solve (Mean=2.80; SD=0.911); they frequently use electronic dictionary to learn French vocabulary during role play and oral conversation activities (Mean=2.10; SD=0.951); in a term, their teacher repeats new French words up to ten times in oral activities (Mean=2.96; SD=0.910); teaching with electronic dictionary encourages repetition of words for effective oral communications in French (Mean=2.98; SD=0.921) and that during the year, they are usually not motivated in the oral French class (Mean=3.21; SD=0.894).

Therefore, the response to the research question two is that, to a great extent, the use of the e-dictionary strategy for vocabulary acquisition positively affects the speaking skill of French learners in senior secondary schools **(Mean=2.83; SD=1.016)**.

TEST OF HYPOTHESES
The two research hypotheses stated in the course of this study were tested using the Independent Samples T-test, to determine whether or not the use of e-dictionary strategy for vocabulary acquisition has any significant effect on listening and speaking skills of the learners.
Hypothesis One
There is no significant effect of the use of the e-dictionary strategy on vocabulary acquisition on the listening skill of learners

Table 4.:T-test Statistics for Listening Skill

Group		N	Mean	STD	MD	df	t	p-val.	Remark
Pre-test	Treatment	67	2.29	1.136	0.19	132	.824	.412	Not Significant
	Control	67	2.10	1.200					
Post-test	Treatment	67	4.32	1.024	0.84	132	.902	.307	Not Significant
	Control	67	3.48	1.360					

Significant at .05 level

Independent samples t-test analysis was conducted to determine if any significant difference existed in the listening skill acquired by the learners taught with the 7-Step e-dictionary strategy (treatment group) and those taught with the conventional method (control group), comparing their performances in the French language listening skill pre-test and post-test (FLLST Pr.T& FLLST Po.T) with a total obtainable mark of 10 each. For the pre-test, Table 4. shows a statistically insignificant difference between the listening skill of the treatment group (N=67, Mean=2.29, SD=1.136; Df=132) and the listening skill of the control group (N=67, Mean=2.10, SD=1.200; Df=132), with a mean difference of 0.19 between the treatment group and the control group. This indicates that the treatment group performed 9.0% better than the control group in the pre-test. Since t=0.824, p.val>0.05, it shows an insignificant difference in the listening skill of both groups. This indicates that the students listening skill before the teaching took place was not significantly different, irrespective of their group, treatment or control.

For the post-test, however, Table 4. shows a statistically insignificant difference between the listening skill of the treatment group (N=67, Mean=4.32, SD=1.024; Df=132) and the listening skill of the control group (N=67, Mean=3.48, SD=1.360; Df=81), with a mean difference of 0.84 between the groups, which implies that the treatment group performed 24.1% better than the control group in the post-test. Since t=0.902, p.val>0.05, it implies that an insignificant difference exists between the listening skill of the treatment group and the control group. This indicates that after teaching the treatment group with the 7 Step e-dictionary strategy in the note-taking activity and the control group with the conventional method, the listening skill of the learners in the treatment group improved, but the improvement was not significantly better that those of the control group. Hence, the null hypothesis was **not rejected** but accepted

Hypothesis Two: There is no significant interaction effect of the use of the e-dictionary strategy on vocabulary acquisition on the reading skill of learners

Table 5:   T-test Statistics for Speaking Skill

Group		N	Mean	STD	MD	df	t	p-val.	Remark
Pre-test	Treatment	67	4.29	2.401	0.14	132	.308	.759	Not Significant
	Control	67	4.15	2.240					
Post-test	Treatment	67	8.48	2.308	3.54	132	2.162	.033	Significant
	Control	67	4.94	2.569					

Significant at .05 level

Independent samples t-test analysis was conducted to determine if any significant difference existed in the speaking skill acquired by the learners taught with 7-Step e-dictionary strategy (treatment group) and those taught with the conventional method (control group), by comparing their performances in the French language speaking skill pre-test and post-test (FLSST Pr.T& FLSST Po.T) with a total obtainable mark of 10 each. For the pre-test, table 5 shows a statistically insignificant difference between the speaking skill of the treatment group (N=67, Mean=4.29, SD=2.401; Df=132) and the speaking skill of the control group (N=67, Mean=4.15, SD=2.240; Df=132), indicating a mean difference of 0.14 (3.4%) between the treatment and control groups. Since t=0.308, p.val>0.05, it indicates an insignificant difference in the speaking skill of both groups. This implies that the learners' speaking skill before the teaching took place was not significantly different, irrespective of their group; treatment or control.

For the post-test, however, Table 5: shows a statistically significant difference between the speaking skill of the treatment group (N=67, Mean=8.48, SD=2.308; Df=132) and the speaking skill of the control group (N=67, Mean=4.94, SD=2.569; Df=132), with a mean difference of 3.54 (71.7%) between the treatment group and the control group. Since t=2.162, p.val<0.05, it is an indication that there is a significant difference between the speaking skill of the treatment group and the control group. This shows that after teaching the treatment group with the7-Step e-dictionary strategy in the games activity and the control group with the conventional method, the speaking skill of learners in the treatment group significantly improved more than those of the control group. Hence, the null hypothesis was **rejected** and its alternative was **accepted**.

IV.   SUMMARY OF FINDINGS

1.   A comparative analysis between the pre-and post-tests results show that the treatment group instructed with the e-dictionary strategy performed better than the control group instructed with the conventional method in the speaking skill.

2.   The study also found out that there was no significant mean difference between the treatment group taught listening comprehension using the e-dictionary strategy in the note-taking activity and those taught listening comprehension using the conventional method.

3.   Both the treatment and control groups benefited from the games, but the treatment group taught vocabulary using the e-dictionary strategy had a more significant improvement in pronunciation.

4.   The study acknowledged that the electronic dictionary is more effective for vocabulary acquisition on the listening and speaking skills than the paper dictionary.

V.   DISCUSSION OF THE FINDINGS

Effect of the e-dictionary strategy on the speaking skill

Answer to research question one shows that to a great extent, the use of the e-dictionary strategy for vocabulary acquisition positively affects the speaking skill of learners of French as a foreign language at the senior secondary school level with the Mean score of 2.83 and   SD 1.016 as shown on table 2. Likewise, the independent sample t-test analysis table 4, showed a statistically significant difference between the speaking skill of the treatment group (Mean=8.48, SD=2.308; Df=132) and the speaking skill of the control group (Mean=4.94, SD=2.569; Df=132), with a mean difference of 3.54 (71.7%).These results are in line with previous research finding by Al-Seghayer (2001), that found that the use of the e-dictionary has a positive effect in improving vocabulary acquisition. Laufer and Hill (2000) equally stated that the use of e-dictionary was satisfactory in vocabulary acquisition and retention. The performance of the treatment group over the control group is attributed to the 7-Step e-dictionary strategy which enabled the treatment group to acquire new vocabulary and re-used them in the game activities. According to 1konta (2010), the development of the speaking skill should go beyond practice drills on pronunciation of isolated items to the re-use of various task-based activities such as games, peer interaction, group interaction. Wesrap (2003), also affirmed that learning with fun implies that learners will take part actively in the lesson while teaching and learning are carried out through a variety of interesting and guided learning activities. Wesrasp's affirmation corresponds to Ausubel subsumption theory (1947) upon which this study is based. Ausubel also supports learners' centered and meaningful learning. The control group also recorded a gain through the game activities, but the intervention group instructed with the 7-Step e-dictionary strategy had a more significant performance. This can be attributed to the 7Step e-dictionary strategy which enabled learners to learn the forms of the vocabulary and the pronunciation. Nation (2001) remarked that getting to learn a new word implies getting to know the form, sound, orthography, meaning, origin, function or lexical relations such as antonym, synonym, collocations. The e-dictionary strategy further exposed learners to learn the proper pronunciation of the French words through the sight and sound media which captivated, motivated and sustained the interest of the learners.   Mayer's Multimedia Theory (1947) encouraged the use of multimedia instruction to harness words that come in contact with the senses from the short to the working and long-term memory. The 7 Step e-dictionary strategy fostered repetition, apart from learning the meaning of the words in the dictionary context learners reused the words in playing games. Sokmen (1997), enumerated a list of explicit techniques that the teacher can use in class to integrate new words to previously learnt words in order to increase the number of times that a learner comes across the same word, usually between 5 to 16 occurrences.

Effect of the e-dictionary strategy on the listening skill

The study found that there was no significant mean difference in the pre-test between the treatment group taught listening comprehension using the 7-Step e-dictionary strategy and those taught using the conventional method as shown on table 5:T-test statistics for listening skill. The post-test shows a statistically insignificant difference between the listening skill of the treatment group (Mean=4.32, SD=1.024; Df=132) and the listening skill of the control group (Mean=3.48, SD=1.360; Df=81), with a mean difference of 0.84 between the groups, which implies that the treatment group performed 24.1% better than the control group in the post-test. Since t=0.902, p.val>0.05. The e-dictionary strategy in the note-taking activity improved the performance of the treatment group but not significantly. Researchers have established a strong relationship between vocabulary knowledge and the listening skill. Nation (2001) emphasised that there is a complementarity between vocabulary knowledge and language use. Increase in the individual knowledge of vocabulary will boost the language use.

It was assumed by the researcher that if learners improved in vocabulary knowledge, they will take better note in the note-taking activity and therefore improve in the listening skill. This has not been the case in this study. There are indices from other studies that explains the insignificant difference between the performance of the treatment and the control groups. Rezaei and Davoudi (2016), in the study of the influence of electronic dictionaries on vocabulary knowledge and retention on Iranian EFL learners found that e-dictionary could improve vocabulary learning. Nesi as cited by Rezaei and Davoudi (2016), also acknowledged that e-dictionary can improve vocabulary knowledge of the learners. It should be noted that most findings that found e-dictionary as an effective tool for vocabulary acquisition involved the cognitive and metacognitive tasks with reading comprehension, in which learners were more directly in contact with the reading passages or glossaries unlike in an oral text as in this study in which learners only listened to the text orally without seeing the text. The fact that learners were foreign language learners of French might have also contributed to the insignificant performance in using the e-dictionary strategy as a booster for vocabulary acquisition of learners in in the note-taking activity. Other factors that can affect listening comprehension include individual differences such as the learners previous knowledge of vocabulary and grammar, the ability to infer information, the type of memory, as well as the text quality and features, and the question types whether open or closed ended questions (Kim,2011). Einstein et al., as cited by Ward and Tatsukawa (2003), confirmed that previous research suggested that learners who took notes were likely to elaborate on the material. But Ward and Tatsukawa (2003), stated that in their study they found that learners didn't improve in the first attempt of note-taking until they had to go over the notes again. The researcher is aware of little or no study on the effect of the use of e-dictionary strategy for vocabulary acquisition on listening tasks of learners of French as a foreign language.

VI.   CONCLUSION:

The study concludes that the e-dictionary strategy for vocabulary acquisition fosters repetition, and reuse of vocabulary within e-dictionary contexts and other task-based activities. Learners in the treatment group exposed to the e-dictionary strategy in the games activities out-performed their counterpart in the speaking skill. However, learners taught with the same strategy in the note-taking activity improved, but not significantly over the control group. Factors that could have contributed to the insignificant performance in the listening tasks could be attributed to the individual differences such as, memory types and the ability to infer information, as well as the previous vocabulary and the grammatical knowledge of the learners, text features, and the question types whether open or closed ended as was explained by (Kim, (2011). More research can therefore be carried out on the effects of the e-dictionary strategy on the listening skill of learners of French as a foreign language for improved French language proficiency.

Contributions to Knowledge.
1.   This study developed a new conceptual framework on the effect of e-dictionary strategy for vocabulary acquisition on the language skills that can serve as a basis for French language pedagogy
2.   The research demonstrated that continuous exposure of learners to vocabulary acquisition through the e-dictionary strategy in games improved the speaking skill.

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