

The Role Of The Electronic Dictionary In Developing Writing Skills And Reading Comprehension Among Fifth Grade Preparatory Students In The English Language
From The Point Of View Of The Subject Teachers
(A Field Study In Anbar Schools For The Secondary Stage)

researcher:Muhammad Khamees Jassim

Sunni Endowment Office - Department of Religious Education and Islamic Studies

beloved92015m@gmail.com

Abstract :

This study tries to identify the importance of electronic dictionaries from the point of view of writing ability and reading comprehension among fifth grade preparatory students in the English language, and to achieve this the researcher used a descriptive and analytical approach. The search tool was a valid and reliable questionnaire. It was used to collect the data that was then analyzed using appropriate statistical methods. It was employed on a sample of (71) teachers during the second semester of their academic life (2023-2024). The investigation concluded with a set of findings of paramount importance:

- The electronic dictionary has a positive impact on the development of writing skills.
- The electronic dictionary has a positive impact on the development of reading comprehension abilities and due to the impact of factors such as academic achievements, years of experience, and educational courses, the average responses of study participants about the importance of electronic dictionaries in improving students' writing skills and reading comprehension were not statistically significant.

In light of the results, the researcher recommended the need to hold continuous practical workshops on language abilities and methods in order to develop them among teachers. He also suggested conducting research to illustrate the importance of English language teachers in different educational environments.

Keywords: (electronic lexicon, writing skills, reading comprehension).

دور المعجم الإلكتروني في تنمية مهارات الكتابة والفهم القرائي لدى طلبة الصف الخامس الإعدادي

في مادة اللغة الإنكليزية من وجهة نظر مدرسي المادة

(دراسة ميدانية في مدارس الأنبار للمرحلة الثانوية)

الباحث: محمد خميس جاسم الفهداوي

ديوان الوقف السني - دائرة التعليم الديني والدراسات الإسلامية

Gmail: beloved92015m@gmail.com

الملخص:

تحاول هذه الدراسة التعرف على أهمية القواميس الإلكترونية من وجهة نظر القدرة الكتابية والفهم القرائي لدى طلاب الصف الخامس الإعدادي في مادة اللغة الإنكليزية، ولتحقيق ذلك استخدم الباحث منهج وصفي تحليلي. وكانت أداة البحث عبارة عن استبانة صحيحة وموثوقة. وتم استخدامه لجمع البيانات التي تم تحليلها بعد ذلك باستخدام الأساليب الإحصائية المناسبة. وتم توظيفها على عينة مكونة من (٧١) معلماً ومعلمة خلال الفصل الدراسي الثاني من حياتهم الأكاديمية (٢٠٢٣-٢٠٢٤م). وخلص التحقيق إلى مجموعة من النتائج ذات أهمية قصوى:

- للقاموس الإلكتروني أثر إيجابي في تنمية مهارات الكتابة.

- للقاموس الإلكتروني أثر إيجابي في تنمية قدرات الاستيعاب القرائي

وبسبب تأثير عوامل مثل الإنجازات الأكاديمية، وسنوات الخبرة، والدورات التعليمية، فإن متوسط استجابات المشاركين في الدراسة حول أهمية القواميس الإلكترونية في تحسين مهارات الكتابة لدى الطلاب واستيعاب القراءة لم تكن ذات دلالة إحصائية. وفي ضوء النتائج أوصى الباحث بضرورة عقد ورش تطبيقية مستمرة حول القدرات اللغوية وأساليبها بهدف تطويرها لدى المعلمين. كما اقترح إجراء بحث لتوضيح أهمية معلمي اللغة الإنكليزية في البيئات التعليمية المختلفة.

الكلمات المفتاحية: (المعجم الإلكتروني، مهارات الكتابة، الفهم القرائي).

First - Introduction

To the study on the impact of the rapid changes witnessed by the educational system with all its elements in terms of inputs, processes and outputs, and the accompanying development accompanied by educational curricula in general and linguistic courses in particular, where the roles of the teacher changed from the traditional style to the modern style, which is no longer limited to the role of the teleprompter, but has become his role as a guide and guide to the places of information, whether in books, magazines or dictionaries.

In recent years, e-learning has prevailed as one of the most important types of education pursued by universities and schools in the course of their educational process, due to the means and tools it provides that attract the attention of learners and their eagerness to the subject studied, and language skills, acquisition and mastery had ample luck in terms of the diversity of teaching means, especially those related to reading, understanding and writing skills, as the electronic dictionary was one of the most important used by language teachers, especially foreign ones, in order to enhance and develop the learners' linguistic abilities. Interest in electronic dictionaries began in the middle of the last century. Initially, the use of these dictionaries as linguistic resources for the automated analysis of natural languages was limited to morphological, grammatical, and semantic levels.

Dictionaries are like databases that contain encrypted information that can only be understood by the programs you use.

These dictionaries have evolved and varied in content and structure to keep pace with the applications of automatic processing of natural languages that exploit them, such as: sentence segmentation, text analysis and retrieval, information search, spell checking, automatic document summarization, and machine translation. (Ben Hamadou, 2011: 288).

Writing skills and reading comprehension skills in the English language are among the most important language skills that learners seek to master in the preparatory stage, as they are the gateway to enter professional life and learn useful life skills that are the cornerstone of the learner's choice of his future profession, since the English language and its skills are included in All professional specialized subjects, and mastering them is one of the most important secrets of success in the profession, and this is what made attention to them and the means of teaching them represented by dictionaries and other technical tools one of the most important priorities for schools, so this study was to shed light on the role of the electronic dictionary in developing writing skills and reading comprehension among fifth grade preparatory students in the English language from the point of view of its teachers.

Second: The problem of study

The acquisition of language skills in the English language, especially the aspect of comprehension and writing, is one of the most important difficulties facing learners in the preparatory stage, which made self-learning for them through courses, workshops and programs a way to develop these skills In addition to the experiences they receive from

teachers in the classroom, teachers must use a variety of teaching methods and strategies. Based on the fact that teaching English at the preparatory stage in Iraqi schools is real, and from the researcher's personal experience as a teacher of the subject, he noticed that the majority of teachers do not focus on certain abilities such as reading or writing.

It is related to the general degree of success achieved by the learner according to the formal curriculum, and many lessons lack activities that promote the development of the learner's comprehension and writing abilities, in addition to the fact that the majority of language teachers follow the traditional method of teaching. This has led to the urgent need to use tools and methods such as the electronic dictionary, which many studies have proven valuable to language learners. Fadila's study (Fadila, 2018) and Fatiha (2021). Based on the previous information, the research problem can be formulated as follows:

What is the role of the electronic dictionary in developing writing skills and reading comprehension among fifth grade preparatory students in the English language from the point of view of its teachers?

It includes the following sub-questions:

- 1- What is the role of the electronic dictionary in developing the writing skills of learners?
- 2- What is the role of the electronic dictionary in developing the reading comprehension skills of learners?
- 3- Are there statistically significant differences between the averages of the responses of the study sample members about the role of the electronic dictionary in developing the writing skills and reading comprehension of learners due to variables: academic qualification, years of experience, training courses?

III. Hypotheses

- 1- The electronic dictionary plays a positive role in the development of writing skills of learners.
- 2- The electronic dictionary plays a positive role in developing the reading comprehension skills of learners.
- 3- There are no statistically significant differences between the averages of the answers of the study sample members on the role of the electronic dictionary in developing the writing skills and reading comprehension of learners due to variables: academic qualification, years of experience, training courses.

IV- Importance

The theoretical importance derives from the general importance of developing the English language for all learners, as well as the need to choose the most effective strategies and methods to improve writing and reading comprehension, among other things, the electronic dictionary is of paramount importance in it, because its benefits for students in the digital age. The practical importance is that this research may clarify the status of the electronic dictionary among English language teachers in Iraqi schools and its contribution to the development of writing abilities and reading comprehension among students.

English teachers and their supervisors can use this research to learn about ways to search for information in dictionaries.

Objectives

Describe the role of the electronic dictionary in developing writing skills and reading comprehension among fifth grade students in English from the point of view of their teachers, and discuss whether there are differences in the average responses of these students or not due to variables: degree, years of teaching, and the number of courses they take.

Sixth: The limits of the study are

human: a sample of teachers of the fifth preparatory grade.

Location: Anbar Islamic Schools in Iraq.

Time: Implemented in the academic year 2023-2024.

Seventh: Terminology

1- The electronic dictionary is an automated technical database that records language units and related information, such as their pronunciation, morphological origin, meaning and use, and thus stores these units and their information significantly in a specific system.

- Storage memory capacity and automatic device management of technical data and content in electronic dictionaries and predefined programs. (Bouchikhi, 2004, 25).

They also feature: a form of reference that uses computers and associated technology to visualize information on a screen. (Hartman and Gregory, 1998, 47).

The researcher adopted the previous definition in his study, using it electronically in English language materials.

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2- **Writing skills** **Writing** is a linguistic ability that allows its owner to convert his ideas and information into a written passage in order to memorize, share them with others and disseminate them.

It is a talent derived from ability, education and practice. Some individuals have the ability to turn ideas into creative forms that entice the reader to explore their letters without boredom or frustration. This does not mean that those who do not have the required talent cannot practice this talent with the same ability, as practice and training are enough to make anyone an exceptional writer in the world of books (Chechen, 2018).

The researcher considers them procedural in nature, the skills associated with the use of words and phrases, ideas and meanings, and the way the learner employs them in writing in the English language, taking into account the grammatical, morphological and spelling aspects of grammar, as well as avoiding general speech, not repeating words or sentences, keeping phrases as they are, and avoiding grammatical, morphological and spelling errors. The definition is enhanced by the use of font clarity and meaningful translation marks

3- Reading comprehension skills, which represent a psychocognitive process that includes the reader's ability to recognize words and their meanings, in addition to recognizing the relationships between paragraphs and words. So that he can turn symbols into meaning and understand the meaning of the articles he reads (Al-Swafiri, 2020, 25).

The researcher defined it procedurally in his study by including it in the questionnaire directed to teachers.

Eighth - Previous studies

have been reviewed in two axes: an Arab section and a foreign section.

A – Arabic Section

1- Balkhi and Bawazir (2022):

The research aims to identify the impact of a program based on self-learning in developing the writing ability of first-year secondary students, and the teacher's role in facilitating self-learning in increasing the writing ability of first-year secondary students. Students. A mixed quantitative and qualitative approach was used, and multiple tools were used. The researcher also used the diagnostic and post-test results in addition to the evaluation card that she will use to correct the results of the post-tests and compare the levels of growth of students in the post-test with diagnostic tests. Assessment of writing abilities, meditation cards, questionnaires, and the report of the educational supervisor, in addition to a note for the teacher from the same field for the same level.

The study population reached (93) female students from the first grade of secondary school in the city of delights. The results of the research were confirmed by proving the effectiveness of a self-learning program in developing the ability to write in English among first-year secondary students. This research led students to get 100% new words and phrases and understand how to write texts correctly by 90%. The discrepancy also appeared in the student's average score in the diagnostic test of (2.41) compared to the post-test (3.97), and the difference was in favor of the post-test.

2- Fatiha study (2021):

The research aimed to identify the importance of the electronic dictionary in increasing the linguistic competence of the language student. The research followed the descriptive approach. The study tools included providing a practical model of the vocabulary of the book "New in Literature, Texts and Reading Directed to the Second Grade of Secondary School", with an explanation using the electronic dictionary of meanings. The investigation proved the need to make use of the electronic version of the dictionary in teaching Arabic. It is possible to take advantage of some of the currently available dictionaries that have proven effective due to their ease of use and the degree of confidence in their results. It also indicated that there were failures and omissions in the preparation of electronic dictionaries.

3- Aziz Study (2019): The aim of the investigation was to recognize the creation of the Arabic e-dictionary for all people on the Android system, as well as to recognize its legitimacy and effectiveness. The research followed the developmental approach. The

tools consisted of a test, a note card, and a question and answer. The results of the study showed that there is a model for developing the electronic Arabic language for all people based on the Android system, and the presence of positive effects (77)%.

B. foreign studies

1. The study of Yolandari (2022, Ulandari)

Indonesia was intended to determine whether the electronic dictionary increased students' knowledge of vocabulary in the seventh grade in Indonesia. The results of the study showed that the pre-test and the post-test differ, and that the electronic dictionary has a positive impact on vocabulary acquisition.

2- Hong Study (2022, Hong):

The research aims to identify the impact of teaching explicit reading strategy on reading comprehension, the use of reading strategy, reading motivation, and self-confidence in reading among students who learn English as a foreign language in Chinese universities. The results of the T-test for independent samples showed a significant difference in reading comprehension between the experimental group and the control group after teaching the reading strategy, which indicates that the students who received the reading strategy education increased their educational achievement. Remarkably reading comprehension.

3- Fadila Study (Fadila, 2018):

Indonesia This research aims to show the practical application of the electronic dictionaries method and the impact of reading on vocabulary knowledge among eighth grade students in Jakarta. The results showed that students' vocabulary knowledge differs between those taught through the electronic dictionary and those taught through the printed dictionary, as well as between students who have a keen interest in reading and those who are taught through the electronic dictionary. Electronic dictionary printed.

Comment on previous studies:

At the goal level:

The current research is similar to the investigation (Al-Fatiha, 2021) in the electronic dictionary, the investigation (Balkhi and Bawazir, 2022) in the writing variable, and the investigation of (Hong, 2022). Regarding reading comprehension and at the curriculum level. It is similar to Aziz, 2021 and Fatiha, 2021 in that it uses the descriptive and analytical approach, respectively. It differs from the study (Yolandari, 2022) and the study (Balkhi and Bawazir, 2022), which took a different approach, as the latter used the experimental method, and is similar at the sample level to the study (Yolandari, 2022). 2022), which concerned middle school students, is different from the study (Hong, 2022) that was used at the university level, and at the level of tools: the questionnaire was used, and it differs from all previous studies that used tests and papers.

Based on the previous information, it can be inferred that this research is considered one of the oldest studies in Iraq in terms of its field of science, and this is what makes it different and has scientific value. Useful aspects of his role as a co-author in preparing the

questionnaire and writing theoretical literature for the investigation were identified as the electronic dictionary, writing abilities, and reading comprehension.

Theoretical literature

The role of the electronic dictionary in language education:

The electronic dictionary begins to perform a number of tasks in the field of language, including:

- Electronic dictionaries help to develop the comprehensive abilities of learners.
- Enhance the acquisition of reception skills.
- Develop confidence in the use of language and find the meanings of words that he does not know
- Expands his linguistic resources through explanations and comments, and chooses what the learner deems useful to him. It is a great resource that enriches the student's vocabulary of synonyms and antonyms.
- It is a rich source for studying how to evoke a new word, or the preposition that follows a word.
- Facilitates the process of self-learning by making use of the dictionary.
- Helps distinguish between meanings whether it is using a monolingual or bilingual dictionary.
- Helps students master the ability to write and speak fluently. (Abu Amsa, 2010, 35-36).

Writing skills Researchers have multiple definitions of writing abilities, which depend on the different components of writing production, and these components have been classified into three categories. The most common and broad of these classifications is that they all have the same basic abilities, namely:

A- Skills: These skills are mentioned below: Writing an effective introduction that identifies the most important ideas in the topic, this will be effective because it will be attractive to the reader, and the topic will be addressed properly and logically, and a conclusion will be written summarizing the most important ideas and their principles related to the topic.

A final phrase or phrase that sticks to the reader's mind, identifies primary and secondary ideas, and organizes the topic in a logical order, all of this will be effective

B- Linguistic and stylistic abilities: These abilities include: using appropriate conjunctions correctly during expression, following the correct grammatical rules in writing, choosing the appropriate vocabulary that conveys meaning, and using the Arabic language effectively, taking into account the proper structure of the language. sentence, and the completeness of its elements.

C- Form and organization skills: These abilities include: proper use of punctuation, following spelling rules, clarity of writing, writing the subject in structured paragraphs,

appropriate and not boring subject length, good organization, and use. for side headings, graphics accuracy and explanations (Lusais, 2007, 95).

Reading comprehension skills The reading comprehension skills of English language learners are classified into seven skills: text exploration, speed reading, reasoning, focusing on the main idea, understanding paragraphs, identifying sentence structures, and expressing ideas in English (Jeffries & Mikulecky, 2009). while classifying them (Snow, 2002, 12). To three different levels, namely: the level of the word, which includes determining the meaning of the word, recognizing the relationship between two words and the ability to classify words into groups and then the level of the sentence, and includes: identifying the sentence, understanding its connotations, criticizing what it contains, realizing the correct relationships between two sentences, the ability to classify sentences and then the paragraph level and includes setting an appropriate title for the paragraph, and recognizing the basic ideas that the paragraph has and evaluating them, and recognizing the underlying ideas between the lines, as identified (1984, 191-192, (Flood Three levels of reading comprehension are literal, deductive, and evaluative comprehension.

Practical framework:

It includes the steps followed in conducting the research, including the definition and description of its methodology, the original community of the study, its sample and tools, the integrity of the research, the procedures for its implementation, statistical laws and methods, and the presentation and interpretation of the results.

First: Study methodology: adopted a descriptive and analytical approach, this is the most effective method of research II.

His study community and his sample: It consists of English language teachers in the early stages of formal education in the Iraqi province of Anbar for the academic year. 2023-2024, a random sample of (71) teachers and schools was selected, and the following is a description of the study variables:

١ -Variable Scientific qualification

Table (1)

Qualification	Quantity	Percentage
License	٥٩	٨٣,١٠ %
Master	١٢	١٦,٩٠ %
Total	٧١	١٠٠ %

2- Years of experience

Table (2): Distribution of individuals according to years of experience

Years of Experience	Quantity	Ratio
Under 5 Years	١٨	٢٥.٣٥ %
5-10 Years	٢٤	٣٣.٨٠ %
More than 10 Years	٢٩	٤٠.٨٥%
Total	٧١	١٠٠%

3-Census of training courses

Table No. (3) Training courses

Number of courses	Quantity	Ratio
less than 3 courses	٢١	٢٩.٥٨%
from 3_ 7 courses	٢٥	٣٥.٢١%
from 7 courses and above	٢٥	٣٥.٢١%
Total	٧١	١٠٠ %

Study tool

After studying the theoretical aspects of the electronic dictionary and writing skills and reading comprehension, the questionnaire was developed from two axes: one related to the electronic nature of the dictionary, and the other related to the written nature of the language. To ascertain the legitimacy of the tool, it was distributed to experienced doctors and teachers, who expressed their opinions regarding its potential usefulness and

potentially useful. The questionnaire questions are also noted as well as the extent to which these sections of the page belong to each axis in terms of the scientific and linguistic structure of each question. Taking into account these statements, some paragraphs were deleted and others were modified, bringing the number of questions to 18, distributed as follows:

Table (4): Shows the number of paragraphs of the questionnaire

Theme	Number of paragraphs
First Theme: Electronic Dictionary and Writing Skills	٩
Second Theme: Electronic Dictionary and Reading Comprehension Skills	٩
Total Grade	١٨

The stability of the questionnaire is documented using the Cronbach alpha equation, which calculates the value of the alpha coefficient for each component of the questionnaire as well as the entire questionnaire. The overall stability value was (0.79), indicating that the questionnaire has high reliability. Likert quintet according to the following table:

Table (5)

no	Cell length	Corresponding relative weight	Grade Rating:
١	From 1 – 1.80	From 20- 36	Very low
٢	From 1.80-2.60	From 36 - 52	Low
٣	From 2.60- 3.40	From 52 - 68	Medium
٤	From 3.40 – 4.20	From 68 - 84	High
٥	From 4.20 - 5	From 84 - 100	Very high

IV. Presentation and interpretation of results

Answer Q1:

What is the role of the electronic dictionary in developing the writing skills of learners?

Table No. (6)

No	Statements	Mean	Deviation	Degree
1	The e-dictionary helps the learner to write the main and sub-ideas clearly, and present them in a logical order	٣.٧١	٠.٧٦	High
2	helps the learner to follow the correct grammar	٣.٦٢	٠.٦٥	High

	rules in writing.			
3	It helps the learner to choose correct vocabulary that expresses the meaning	٣.٥٤	٠.٩١	High
٤	Helps the learner to write a conclusion to the topic summarizing his most prominent ideas.	٣.٤٨	٠.٥٥	High
٥	Helps the learner to make good use of punctuation marks while writing.	٣.٤٤	٠.٨٤	Medium
٦	Develops the learner's skill to write a number of ideas related to the topic.	٣.٢٧	٠.٨٩	Medium
٧	encourages the learner to use appropriate conjunctions correctly during written expression.	٣.١٦	٠.٧٣	Medium
٨	enables the learner to take into account the correctness of the structure of the sentence, and the completeness of its pillars.	٣.١٢	٠.٧١	Medium
٩	Develops the learner's skill in the clarity of the handwriting, and writing the topic in structured paragraphs.	٣.٠٧	٠.٩٧	Medium
	Grand Total	٣.٣٨	٠.٧٨	Medium

It is clear from the above that the role of the electronic dictionary in the development of writing skills came with an average degree of high level of (3.38), which indicates the positive role of this means in improving the writing skills of middle school learners in the English language, the paragraph related to the role of the electronic dictionary in helping the learner to write the main and sub-ideas clearly, and presented in a logical order, and like it was to follow the proper grammar rules in writing, and to select vocabulary that expresses the meaning in a way True, and enhances his ability to formulate a conclusion to the topic in which the most important ideas are summarized.

The electronic linguistic dictionary contains a sample of words. Each entry contains the following basic linguistic information related to the word: its definition, its various grammatical and morphological characteristics, its spelling method, the different definitions with examples, and evidence of its various uses. (Ben Hamadou, 2011: 290).

Accordingly, the electronic dictionary is one of the most important means in developing writing skills, which is considered one of the most important language skills that must be mastered by middle school students, along with other skills of reading, listening and speaking, as writing of all kinds needs certain skills.

The writer must stand on them to be able to employ proper writing, and skills related to the use of words and phrases, including those related to ideas and meanings, some related to grammatical and morphological rules, and some related to spelling rules as well as body movements, and these skills can only be improved through multiple means, including the lexicon. Among the paragraphs that came within the middle limits was to help the learner through his use of the electronic dictionary to make good use of punctuation marks while writing. And write a number of ideas that are relevant to the topic. The paragraph related to the clarity of the handwriting and the writing of the subject in organized paragraphs came in last place. This is because these skills require accumulated experience to make the line clear, and this result is consistent with a study (Fatiha, 2021) that showed the positive impact of using the electronic dictionary on enriching the linguistic balance of the language learner, thus achieving the first hypothesis.

Answer to the second question:

Table 7

No	Statements	Mean	Deviation	Degree
١	The electronic dictionary helps the learner to absorb the read topic with ease and ease.	٣.٧٢	٠.٨٦	High
٢	Helps to formulate the thought apparent and included in the read text.	٣.٦٥	١.٠٧	High
٣	Helps detect duplicates in the read text.	٣.٥٨	٠.٧٩	High
٤	Helps explain the instructions within the read topic.	٣.٥٢	٠.٧١	High
٥	Helps in the analysis of the characters contained in the topic.	٣.٤٤	١.٠٣	High
٦	Helps to deduce areas of similarities and differences in the read text.	٣.٤١	٠.٨٣	High
٧	Encourages the detection of the cause-effect	٣.٣٥	٠.٥٤	Medium

	relationship in the read text.			
٨	enables to reach the meanings contained in reading texts.	٣.٢٦	٠.٦٥	Medium
٩	Develops the skill of rearranging events in the readable text clearly.	٣.٢١	٠.٩٥	Medium
	Grand Total	٣.٤٦	٠.٨٢	High

It was found that the role of the electronic dictionary in developing reading comprehension skills came with a high degree of (3.46), which indicates the positive role of the dictionary in raising the levels of comprehension among learners in the fifth preparatory grade, as the paragraphs related to its role in the student's comprehension of the subject read came in first place with ease and ease, and the formulation of thought apparent and included in the text, and the detection of repetitions in the text, and the dictionary has a positive relationship with reading skills as a whole, especially with regard to reading comprehension processes, The enormous capacity of storage and the development of database technology enables the creation of large dictionaries containing a mix of modern and ancient words, and these dictionaries are multilingual and contain multimedia components. These dictionaries are highly accurate and comprehensive; each has a primary and secondary meaning, as well as many examples and evidence. Paragraphs related to their ability to help the student understand the instructions within the reading topic, analyze the characters mentioned in the topic, and deduce similarities and differences in writing were all within the high range. The electronic dictionary, which includes multiple important linguistic uses that the user can benefit from, such as: verb composition. words, trying to find synonyms, phonetic-level processing that turns writing into spoken, checking for spelling errors. This finding is consistent with Fadila's research (Fadila, 2018) and this is consistent with the second hypothesis.

3- Answer to the third question:

Outputs of a scientific qualification

Table (8)

Qualification	Number	Mean	Standard deviation	T value	Sig value	Significance level
License	٥٩	٣.٤٩	٠.٨٤	١.٦١	٠.٠٩٢	Non-function

Master	١٢	٣.٤٣	١.٠٢			
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The previous table shows that there were no statistically significant differences in the average responses of foreign language teachers at the level of their academic achievement. This is due to the widespread belief that the electronic dictionary is equally important for both writers and readers. The researcher believes that this is the result of recent educational endeavors and the growing popularity of digital platforms related to education. The evaluation of lessons, regardless of their academic level, as well as the scientific content of English-related curricula at universities, diploma and postgraduate levels, are almost identical in terms of teaching methods and assessment. As such, teachers have identical answers.

B- Results related to years of experience

Table No. (9)

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	Calculated value (q)	Level of significance
between groups	٢٨٧.١٨	٢	٩٧.٥٦	٣.٠٤	non-function
within groups	٢٦٩١	٦٨	٤٣.٣٢		
grand sum	٢٩٧٨.١٨	٧٠			

It is clear from the previous table that there were no statistically significant differences at the level of significance (0.05) between the averages of teachers in the variable of their years of experience. This is because the majority of middle school English teachers have a similar philosophy about the importance of the electronic dictionary in enhancing writing abilities and reading comprehension, and despite the different number of years of experience between them, they are all committed to this. Assignments, whether recent or long-lasting, have a history of service to the school.

C- Results related to training courses

Table No. (10)

Source of variance	Sum of squares	Degrees of freedom	Mean of squares	Calculate d value	Level of significance
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				(q)	
between groups	٥١.٨٧	٢	٢٨.٤٥	٠.٦٢	non-function
within groups	١٤١١.٨٢	٦٨	٢٣.٧٣		
grand sum	١٤٦٣.٦٩	٧٠			

The previous table indicates that there were no statistically significant differences at the level of significance (0.05) between the averages of English language teachers' responses on the number of training courses they participated in regarding the role of the dictionary in the development of language abilities. The researcher believes that this is due to the importance of electronic technology in providing a great deal of educational, experimental and training experiences and developing the capabilities of teachers, all of which makes it possible for any teacher to attend a training course if he is. Want. As such, teachers' opinions regarding the number of classes taught are also important. From the previous three tables (8, 9, 10) we can see the validity of the third hypothesis.

Summary of the results

- The electronic dictionary has a positive impact on the development of writing skills
- The electronic dictionary has a positive impact on the development of reading comprehension abilities.
- There were no statistically significant differences in the average responses of the study members about the role of the electronic dictionary in enhancing students' writing and reading comprehension skills due to variables: academic degree, years of experience, and training programs.

The researcher suggests:

- The importance of the electronic dictionary in enhancing the creative and critical thinking abilities of middle school students.
- The effectiveness of the electronic dictionary in increasing the linguistic proficiency of basic education students.
- Review the effectiveness of English language teachers in the light of modern theories in the field of abilities and skills

- The degree to which English language teachers use electronic dictionaries in Iraqi schools and the problems associated with their application

Recommends:

Preparing educational programs for English language teachers on the use of technical methods in the field of language development.

- Practice continuous practical classes within schools that discuss the most important tools in teaching advanced English. English language teachers should attend conferences on language learning theories and benefit from them.
- Cooperation between the school and institutions, organizations and associations concerned with providing the necessary resources and methods for the development of life skills, especially linguistic ones.

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