A Survey of Users and Uses of Dictionaries Among Learners of Japanese Language in Iran

イランにおける日本語学習者の辞書使用とそのニーズ調査

HOSSEINI, Ayat・JAHEDZADEH, Behnam

Abstract

The present paper reports a survey conducted among 250 learners of Japanese language in Iran. The aim of the survey was to study the Iranian users of Japanese dictionaries and their preferences, behaviors and habits concerning dictionaries. The participants of the study were from various groups with different backgrounds, and the results revealed that most Japanese learners in Iran are frequent users of dictionaries. The most frequently used dictionaries are Japanese-English bilingual dictionaries, although a large group of users are using them only because they do not have access to appropriate Japanese-Persian dictionaries. Besides, it seems that many learners do not use Japanese-Persian dictionaries because they provide inaccurate and inadequate meanings and equivalents, they do not have electronic versions and they are out of date. The findings of the survey also showed that most learners are highly dependent on their smartphones and some of them would not use any other dictionaries if they do not have smartphone application versions. The results of the study also revealed that a large group of learners do not have enough knowledge and skills about dictionary use and need explicit training on dictionaries as a part of their language learning process.

Keywords: lexicography, dictionary, language learning, Japanese, dictionary use

1. Introduction

Dictionaries play an indispensable role in language learning today, since vocabulary acquisition has been the most important aspect of language learning in the last 20 years. Most vocabulary acquisition takes place outside the classroom and in the absence of language instructors, the most reliable and accessible aid for a student is a dictionary. On the other hand, second language learning strategies are changing from teacher-centered, classroom-centered or textbook-centered approaches to learner-centered approaches. Learner-centered approaches require learners to be more independent and dictionaries are the best tools to help learners become more independent and self-supporting.

Nevertheless, compiling dictionaries without considering the needs of their users cannot lead

to a successful product. Although predicting the users' needs may seem like an easy task, dictionary use is just too complex an affair to be predictable. Users have different needs depending on their educational backgrounds, their professions and their purposes of learning a language. That is why most researchers now agree that dictionaries should be compiled with the users' needs foremost in mind. Householder and Saporta (1962: 279) for instance, emphasize that dictionaries should be designed with a special set of users in mind and their specific needs. This stresses the importance of understanding the needs of the users before compiling a dictionary.

Obviously needs analysis is not the only type of empirical study on dictionary use. Tono, (1998) divides these studies into five categories: (1) Needs analysis and skills analysis; (2) dictionary use and performance in the four language skills (speaking, listening, reading, writing); (3) teaching dictionary skills; (4) the role of a dictionary in language teaching and learning; (5) dictionary criticism from the user perspective. Among these research categories, as Hartmann (1989) suggests, the compilation of any new dictionary has to be preceded by an in-depth needs analysis.

The empirical study of dictionary use started with Grinstead (1915) and is now more than one hundred years old. Despite this early start, as Nesi (2013) points out, dictionary use was not a popular research topic until fairly recently. Welker (2010) summarizes 320 empirical dictionary use studies, but only six of these were conducted before 1980. The study on dictionary use became well-received in recent years as a result of technological developments in computer science. New types of dictionaries such as dictionary soft-ware, electronic pocket dictionaries, online dictionaries and smartphone applications have provided new means for dictionary users to fulfill their needs.

The aim of all studies of dictionary use is to discover ways to increase the success of dictionary consultation. This involves the identification of users' needs and skills deficits. The authors of this paper have been working on compiling a bilingual Japanese-Persian dictionary for learners of Japanese language in Iran and have published a few papers in this relation.

It seems that most Japanese learners in Iran use Japanese-English bilingual dictionaries in the absence of any suitable Japanese-Persian dictionary. Hosseini (2016) reviews and criticizes the most notable Japanese-Persian dictionary, namely, "*Modern Persian-Japanese and Japanese-Persian Bilingual Dictionary*" by Tsuneo Kuroyanagi and shows that beside all its other shortcomings, this dictionary has been compiled for Japanese users who have been learning Persian, and Iranian users encounter serious problems when consulting it.

Hosseini and Jahedzadeh (2018) dealt with deverbal nouns in Japanese and the way they should be presented in bilingual dictionaries. Hosseini and Jahedzadeh (2019a) picked up on another issue in bilingual learner's dictionaries, namely, the issue of presenting grammatical information in the entries of bilingual dictionaries. Finally, Hosseini and Jahedzadeh (2019b) summarized major issues

and challenges in compiling a Japanese-Persian dictionary for language learners.

The present article in line with previous studies done by the authors is based on the premise that lexicographers should know the target users and their needs. The aim of this article is to present and discuss research findings of a lexicographic survey conducted among 250 Iranian learners of Japanese language with regard to their current dictionary use and behavior and their dictionary preferences. In order to identify the users' needs, this study tries to address the following questions:

1- How often do Iranian learners of Japanese in Iran consult a dictionary? (What is the proportion of daily, weekly and monthly users?)

2- Which languages do they prefer their dictionaries be written in? (Bilingual Japanese-English, bilingual Japanese-Persian or monolingual Japanese dictionaries)

3- What type of dictionaries (concerning the language) are they actually using now? (Japanese-English, Japanese-Persian or Japanese-Japanese)

4- If they do not use a Japanese-Persian dictionary, what kinds of problems are preventing them from using these dictionaries?

5- What type of dictionaries do they consider as their ideal dictionary? (Paper dictionaries, dictionary soft-ware, electronic pocket dictionaries, online dictionaries or smartphone applications)

6- What type of dictionaries are they actually using now to check the meanings of the words they know how to pronounce, and to check the pronunciations of the new Chinese characters (*kanji*) they encounter? (Paper dictionaries, dictionary soft-ware, electronic pocket dictionaries, online dictionaries or smartphone applications)

7- What kind of information do they usually look for in dictionaries? (Word meanings, pronunciation and written forms of Chinese characters, grammatical information etc.)

In order to find the answers to the above questions, a questionnaire survey was conducted among 250 learners of Japanese language in Iran. Sections 3 and 4 introduce the methods and results of this survey and section 5 provides discussions and conclusions about the findings of the survey. Before introducing the methods of this study and its participants, it is necessary to provide some information about the current situation of Japanese language education in Iran. Section 2 serves this purpose.

2. Japanese education in Iran

Teaching Japanese as a second language started in Faculty of Foreign Languages and Literatures at University of Tehran in 1987. In 1994 the Department of Japanese Language and Literature was established in the same university and in 2008, a master's course on Japanese education began in this department. Currently this department is the only academic center in Iran

teaching Japanese language and has around 100 bachelor and 12 master's students. University of Tehran also runs a language center for teaching foreign languages to the general public through intensive courses. This center is under the supervision of Faculty of Foreign Languages and Literatures and currently has around 120 Japanese language learners.

Besides University of Tehran, some learners are learning Japanese in private language schools or from private teachers. Some other learners are using self-study methods and their number seems to be increasing due to the developments in E-learning and electronic and online language learning materials. Another group of learners has learnt Japanese in universities or language schools or while working and living in Japan, and now consider themselves as learners of Japanese language.

Many learners of Japanese language in Iran take part in Japanese-Language Proficiency Test (JLPT) held by The Japan Foundation at University of Tehran. This test has been conducted since 2012 in Tehran and in total 816 participants have taken part in this test, among which, 651 are unique participants. Table 1 summarizes the number of the participants in each level of JLPT held in Tehran from 2012 to 2019. The data in table 1 has been provided by one of the authors who is a member in the executive committee of JLPT at University of Tehran.

Table 1: Number of participants in each level of JLPT held in Tehran (2012 to 2019)

	2012	2013	2014	2015	2016	2017	2018	2019	Sum
N1	9	10	5	5	13	8	6	14	70
N2	10	19	21	12	13	18	29	30	152
N3	36	8	15	7	26	16	23	36	167
N4	13	12	7	17	13	23	22	46	153
N5	20	16	14	12	20	34	72	86	274
Sum	88	65	62	53	85	99	152	212	816

3. Methods

This section introduces the subjects, the questionnaire and the procedures of the survey. The participants of this study were learners of Japanese language in Iran. The questionnaire was sent to three groups of learners directly via email or social network media. The three groups were a. students of Japanese language at University of Tehran (both bachelor and masters courses), b. learners affiliated with the public language center of University of Tehran and c. participants of JLPT from 2012 to 2019. Many of the learners in groups a and b were also members of group c.

The questionnaire was a web-based survey questionnaire designed using Google Forms. The language of the questionnaire was Persian. Among the learners who received the questionnaire,

250 learners responded to it. 141 respondents (56.4%) were female, while 109 (43.6%) were male. Graph 1 summarizes the ages of the participants.
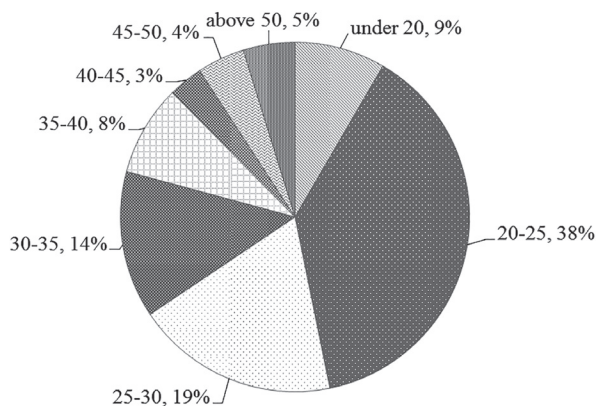

Figure 1: The age ranges of the participants

As can be seen in figure 1, the majority of the participants are between 20 to 25 years old and make up 39% of all participants. Most university students belong to this category. Figure 2 shows the Japanese education background of the participants, i.e., the number of years they have studied Japanese language.
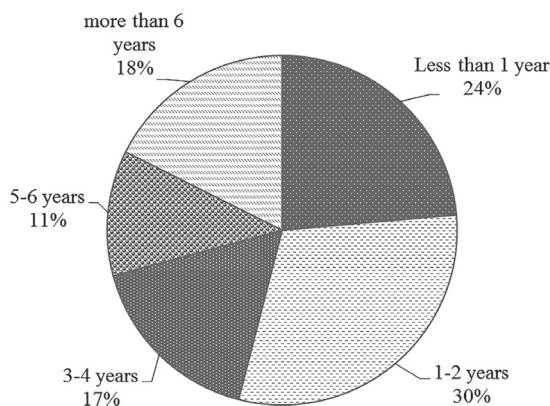

Figure 2: The number of years participants have studied Japanese

We can see in figure 2 that more than 70% of the participants have studied Japanese for less than 4 years. Most participants in this range are elementary and intermediate learners who are not capable of using a Japanese-Japanese dictionary. Figure 3 demonstrates the highest JLPT level that the participants have successfully passed. This can roughly show the linguistic proficiency of the

participants in Japanese. The question concerning JLPT was an optional question, and only 105 participants responded to this question.
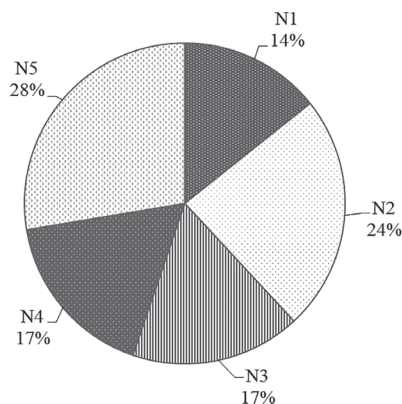

Figure 3: The highest JLPT level participants have passed

Participants of N5 are the largest group (28%), but the number of participants in the other levels range between 14 to 24 percent. This means that the participants of the present study were relatively balanced with regard to their Japanese language proficiency. The last piece of information about the subjects of this study is about the methods they have used to learn Japanese language. Table 2 summarizes these methods:

Table 2: Number and percentage of participants using each language learning method

	Language learning method	participants
1	In Department of Japanese language, University of Tehran	92 (36.8%)
2	Self-study	51 (20.4%)
3	In Public Language Center, University of Tehran	46 (18.4%)
4	While Working and Living in Japan	30 (12%)
5	Private Teacher in Iran	13 (5.2%)
6	Japanese Schools and Universities	13 (5.2%)
7	Private Schools in Iran	5 (2%)

Table 2 shows that a majority of the participants (36.8%) have studied Japanese as students of Japanese language and literature at University of Tehran. Interestingly, the second largest group of participants, regarding the learning method, were those who have learnt Japanese by themselves using self-study methods. We also can see that University of Tehran (Japanese Department and Public Language Center altogether) alone has provided more than 55% of the participants for this study.

4. Results

The first question of the survey was designed to discover the proportion of daily, weekly and monthly users of dictionaries among Japanese learners in Iran. The related question and the choices are given in (1).

(1) As a learner of Japanese language, how often do you consult a dictionary?

a) Everyday

b) A few times a week

c) A few times a month

d) Rarely

e) Almost never

Figure 4 demonstrates the ratio of answers to this question. As can be seen in this figure, around 73% of all participants are daily or weekly users of a Japanese dictionary. This is a comparatively high ratio.
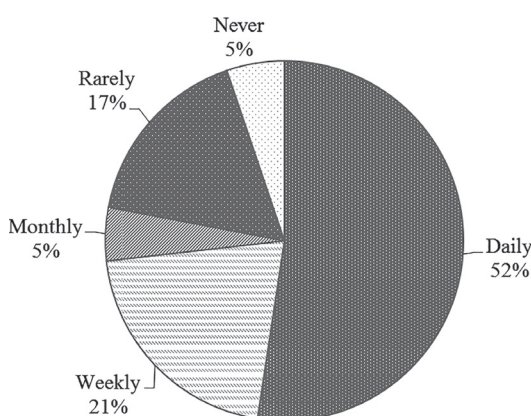

Figure 4: the frequency of dictionary use among participants

The next two questions targeted the preferences of the participants about the languages of dictionaries, and the current condition of their dictionary use. The question in (2) was about ideal preferences of users and the question in (3) was about their actual current use.

(2) In an ideal condition, which type of Japanese dictionary would you prefer when encountering new Japanese words?

a) Japanese-English   b) Japanese-Persian   c) Japanese-Japanese

(3) Which type of Japanese dictionary do you actually use currently when encountering new Japanese words?

a) Japanese-English   b) Japanese-Persian   c) Japanese-Japanese

Table 3 summarizes the answers to this question. This table reveals several important facts.

Table 3: Ideal preferences and actual use of dictionaries by users

	Dictionary type	Ideal condition preference		Actual current use	
1	Japanese-English	123	(49.2%)	213	(85.2%)
2	Japanese Persian	74	(29.6%)	25	(10.0%)
3	Japanese-Japanese	53	(21.2%)	12	(4.8%)

First, nearly half of the participants prefer to use a Japanese-English dictionary even in an ideal condition. This shows their high proficiency and high confidence in using the English language. However, at the same time this can support the idea that dictionary users throughout their experience have found Japanese-English dictionaries to be more efficient and useful than bilingual Japanese-Persian and monolingual Japanese dictionaries. Second, 49.2% of the participants want to use Japanese-English dictionaries, while 85.2% are actually using it. This means that around 36% of the users are using Japanese-English dictionaries against their ideal preference.

The next question given in (4) asked the participants about the reasons they do not use a Japanese-Persian dictionary.

(4) If you are not using a Japanese-Persian dictionary currently, what is preventing you from using one?
   a) The meanings these dictionaries provide for Japanese words are not accurate and reliable
   b) They are mostly old and out of date
   c) I usually can't find the words I'm looking up in these dictionaries
   d) The kanji characters in these dictionaries don't have phonetic guides (*furigana*)
   e) They only come in paper and don't have an electronic version
   f) I don't have access to them
   g) They are too expensive

Although this question was an optional one, 223 participants responded to it. Each participant could choose as many answers as (s)he wanted among the choices. Figure 5 shows how participants have responded to this question.
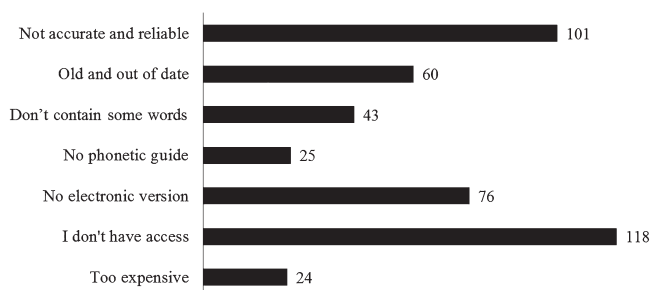
Not accurate and reliable	101
Old and out of date	60
Don't contain some words	43
No phonetic guide	25
No electronic version	76
I don't have access	118
Too expensive	24

Figure 5: The reasons why learners do not use Japanese-Persian dictionaries

Figure 5 suggests that the main reason Japanese learners are not using a Japanese-Persian dictionary is that they do not have access to one. This is not surprising because almost all of the existing Japanese-Persian dictionaries are published and sold in Japan and the users in Iran do not have access to them even if they wanted to (online ordering, for example is not possible due to economic sanctions placed upon Iran). The second main factor that prevents Iranian learners from using Japanese-Persian dictionaries is the inaccuracy of their equivalents and explanations. For a discussion about this problem, see (Hosseini 2016). The third main reason why learners do not use Japanese-Persian dictionaries is the fact that these dictionaries all come in paper and do not have any electronic versions. This shows the high dependency of Japanese learners in Iran on their electronic gadgets. Finally, interestingly, only 10.8% of the participants consider paper dictionaries too expensive.

The next three questions were about the types of dictionaries (paper, electronic etc.) learners prefer in an ideal condition and the types they actually use. The second part of this question (i.e. dictionary types that they actually use) was split into two questions: One that asked about their use of word dictionaries and one that asked about their use of kanji dictionaries. This was done to see more accurately if learners have different tendencies toward dictionary types when they are looking for a word they already know how to pronounce and when they encounter a new kanji in a text and they have no idea about its pronunciation and meaning. These three questions had the same choices in the questionnaire. The questions are given in (5), (6) and (7) and the choices follow question (7).

(5) Which one describes your ideal type of Japanese dictionary the best?

(6) Which type of dictionary do you usually consult when hearing a new Japanese word?

(7) Which type of dictionary do you usually consult when you encounter a new kanji while reading a Japanese text and you cannot guess neither its meaning nor its pronunciation?

a) Paper dictionaries (original)

b) A copied version of a paper dictionary

c) Electronic pocket dictionaries (*denshi jisho*)

d) Smartphone applications

e) Dictionary soft-ware for computers

f) Online dictionaries (websites)

Choice (b) might seem strange, but using a copied version of paper dictionaries was very common among Japanese learners in Iran until a decade ago, due to difficult access to original printed dictionaries. Table 4 demonstrates and compares the responses to these three questions.

Table 4: Preferences of participants regarding dictionary types and their actual uses

	Dictionary types	Ideal preference		Current use (words)		Current use (kanjis)	
1	Paper dictionaries (original)	15	(6%)	2	(0.8%)	5	(2%)
2	A copy of a paper dictionary	3	(1.2%)	3	(1.2%)	3	(1.2%)
3	Electronic pocket dictionaries	35	(14%)	19	(7.6%)	27	(10.8%)
4	Smartphone applications	164	(65.6%)	163	(65.5%)	149	(59.8%)
5	Dictionary soft wares	15	(6%)	10	(4.0%)	9	(3.6%)
6	Online dictionaries (websites)	15	(6%)	52	(20.9%)	56	(22.5%)

The most significant finding of this part of the survey is the large tendency among learners to use dictionaries in the form of a smartphone application. More than 65% of the participants prefer applications to any other types of dictionaries. Smartphone applications are even much more popular than electronic pocket dictionaries, which used to be popular until a decade ago. Surprisingly, only three respondents use formerly common copied versions of paper dictionaries. This means that any dictionary compiled for Japanese learners in Iran must have an application version to draw the users' attention.

Finding a new kanji in a dictionary is always a serious challenge for Japanese learners. The next question targeted users' behavior when looking for a kanji character whose pronunciation and meaning they cannot guess. The traditional way to find a kanji in a dictionary is to identify the radical part of the kanji (*bushu*) and to count its strokes (*kakusū*) and then to look it up in a dictionary. The aim of this question was to determine the methods Iranian learners of Japanese language currently use to find a new kanji in a dictionary. The question and its choices are given in (8).

(8) How do you check a new kanji when you cannot guess neither its meaning nor its pronunciation in a dictionary?

a) By its radical (*bushu*) and strokes (*kakusū*) in a paper dictionary

b) By its radical (*bushu*) and strokes (*kakusū*) in an electronic/online dictionary

c) By writing the kanji using a computer mouse

d) By writing the kanji using a pen or a finger on an electronic pocket dictionary

e) By writing the kanji using a pen or a finger on a smartphone or a tablet

In this question, the participants were able to choose only one choice as their answer. You can see a summary of the responses to this question in table 5.

Table 5: The methods participants use to find a kanji in a dictionary

	The methods used to find a kanji in a dictionary	Participants	
1	By its radical and strokes in a paper dictionary	9	(3.6%)
2	By its radical and strokes in an electronic dictionary	54	(21.7%)
3	By writing the kanji using a computer mouse	26	(10.4%)
4	By writing using a pen/finger on an electronic dictionary	24	(9.6%)
5	By writing using a pen/finger on a smartphone or a tablet	136	(54.6%)

Again the role of smartphones in language learnings seems to be very crucial. The next question addressed the important issue of dictionary knowledge and searching skills of the participants. The aim of this question was to determine the kinds of information the users obtain from a dictionary. The kind of information users get from a dictionary has direct relations with their knowledge about dictionaries and their searching skills. The related question, which is mentioned in (9), asked the participants which kinds of information they usually check when consulting a dictionary. In this question, the participants could choose as many choices as they wanted.

(9) What kind of information do you usually check when consulting a dictionary?

a) Meanings of words

b) Pronunciation of kanjis

c) Written forms of kanjis

d) Word-class (part of speech) of a word (e.g. whether it is a verb, a noun etc.)

e) Other grammatical information (e.g. whether a verb is transitive or intransitive etc.)

f) The accent of words

g) Usage category (e.g. Buddhism, army, medicine etc.)

h) Usage notes (e.g. whether a word is formal or casual etc.)

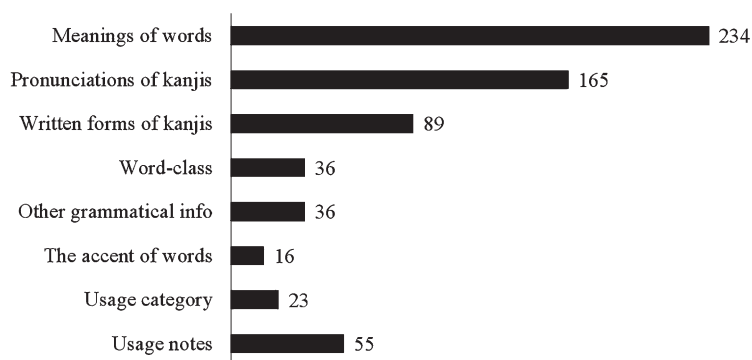Figure 6 below shows how participants responded to this question.

Meanings of words	234
Pronunciations of kanjis	165
Written forms of kanjis	89
Word-class	36
Other grammatical info	36
The accent of words	16
Usage category	23
Usage notes	55

Figure 6: Kind of information that users look for in dictionaries

As can be seen, the main reason for the participants of this study to consult a dictionary is finding word meanings. The fact that most participants use dictionaries only to find word meanings and kanji pronunciation and kanji written forms shows that most participants lack a deep and inclusive knowledge of dictionaries, because most dictionaries contain many other kinds of information like grammatical information, usage notes and pronunciation guides that can be very helpful for a learner.

In the next question of the survey, the participants were asked to choose between two choices. These choices are given in (10):

(10)

a) I am confident enough in my English language proficiency and I can always use Japanese-English dictionaries.

b) I would prefer a Japanese-Persian dictionary to a Japanese-English one, if there is an appropriate Japanese-Persian dictionary.

Among the 250 participants, 132 (53%) chose (a) and 117 (47%) chose (b). This shows that although about half of the learners have no problem using bilingual Japanese-English dictionaries, the other half that mostly uses Japanese-English dictionaries actually prefer Japanese-Persian dictionaries and they are using Japanese-English ones reluctantly and in the absence of any appropriate Japanese-Persian dictionaries.

At the end of the questionnaire, the participants were asked to write their comments (if they have any) about dictionaries they use in a box. Among the 250 participants, 43 wrote their comments that included a wide range of issues. The most frequent comments of the participants are summarized below.

Among the 43 participants that wrote their comments, 9 complained about insufficiency of example sentences in word entries of the dictionaries they use. According to them, especially smartphone applications that they use do not have sufficient examples, and this prevents them from learning how exactly to use new words. 6 participants were unsatisfied with inaccuracy and insufficiency of the meanings provided in smartphone applications. They mentioned that the meanings and equivalents that smartphone applications provide capture only a single meaning or a single nuance of the words and because of this, words do not make sense at times in the context in which they appear. Finally, 5 respondents emphasized the lack of electronic versions for Japanese-Persian dictionaries. They claimed that they would consult Japanese-Persian dictionaries if they had electronic versions, because they usually need to consult a dictionary when reading texts with their smartphones or computers.

5. Discussions and Conclusions

The participants of this study were from different ages and different backgrounds including university students, learners in language schools and language centers and also learners who are self-studying Japanese. A question about their JLPT level revealed that there is a relatively fare balance among participants with regard to their Japanese language proficiency. Therefore, we can conclude that the statistical population of this survey can well represent the population of Japanese learners in Iran.

The survey was conducted to answer the seven questions mentioned at the end of section 1 and the findings of the survey could provide answers to all questions. Below is a discussion based on the findings of the survey introduced in section 3.

First, the results showed that most Japanese learners in Iran are daily or weekly users of dictionaries. More than 73% of the participants revealed that they refer to dictionaries at least multiple times a week. This stresses the importance of dictionaries in their learning process and shows the necessity of providing appropriate dictionaries for learners. With more efficient and suitable dictionaries, the learning process will take place faster and easier.

As for the languages of dictionaries, about half of the participants declared that in an ideal condition, they would prefer Japanese-English bilingual dictionaries to any other kinds of dictionaries. As mentioned in section 3, this shows their high abilities and high confidence in English, but at the same time, it shows their reluctant views toward English-Persian dictionaries. For a Japanese learner whose first language is Persian, obviously Japanese-Persian dictionaries must be the most convenient bilingual Japanese dictionaries. However, the experiences learners have had with these dictionaries has made many users prefer Japanese-English dictionaries.

Besides that, 49% of the participants prefer Japanese-English dictionaries to other types, while more than 85% of them are actually using these dictionaries more than any other type. This shows that although 36% of the users prefer other types of dictionaries (mostly Japanese-Persian ones), for some reason or another, are using Japanese-English dictionaries. This again shows the importance of compiling Japanese-Persian dictionaries appropriate and convenient for Japanese learners in Iran.

Only 12 participants declared that they use Japanese monolingual dictionaries, which is a very small number. However, it is still not surprising, since many subjects of this study are elementary and intermediate language learners and most of them have not reached a level that allows them to use monolingual dictionaries easily and they mostly do not have access to monolingual dictionaries especially designed for language learners.

Only 10% of the participants are actually using Japanese-Persian dictionaries as their main reference, which is again a very small population. The responses to a question about factors preventing learners from using a Japanese-Persian dictionary showed that three main factors, namely, not having access to these dictionaries, inaccuracy and inadequacy of meanings provided by these dictionaries and lack of electronic versions are the major reasons why learners prefer not to use a Japanese-Persian dictionary. About 27% of the participants consider these dictionaries very old and out of date and about 19% of the users claim that they usually cannot find the words they are looking for in a Japanese-Persian dictionary.

Any attempt to compile a new Japanese-Persian dictionary must consider these important factors. In summary, a new Japanese-Persian dictionary must be published and sold in the Iranian market, must be very accurate in meaning explanations and equivalents, taking all senses and nuances of the words into account, must have an electronic version, especially in the form of a smartphone application, and finally must be up to date and consider new words and new meanings of existing words.

The questions about types of dictionaries showed the high dependency of the users on electronic dictionaries and specifically smartphone applications. From the survey, it can be seen that a majority of learners will not use even the most suitable dictionary if it does not have an electronic version. Smartphone applications are even preferred over electronic pocket dictionaries, probably because with smartphone applications, the users will not need to carry along an extra device and this is very convenient for a generation that manages a large amount of its daily affairs using smartphones. The survey also showed that there are no important differences between word dictionaries and kanji dictionaries in this regard. Users prefer smartphone applications for both types and are actually using applications for both types of dictionaries.

The method of finding a kanji in a kanji dictionary is also very dependent on new technologies.

The classical methods of finding a kanji in a dictionary using its radical and strokes is not popular anymore and even when users identify radicals and strokes of a kanji, they prefer to check it in an electronic or an online dictionary. The most popular searching method is using Optical Character Recognition (OCR) technology and writing the kanji using a pen or a finger on the screen of a smartphone or a tablet. This again emphasizes the fact that learners may not use even the most perfect dictionaries if they do not utilize new technologies.

The survey also revealed the important role of usage examples in dictionaries. Many participants mentioned that particularly in cases of polysemous words, example sentences are the most reliable tools for the users to distinguish different meanings of words. The existing Japanese-Persian bilingual dictionaries do not contain usage examples, and according to the participants of this survey, many smartphone applications they use also do not have enough usage examples. Actually, a shortage of usage examples was the only disadvantage that participants pointed out about their smartphone applications. Therefore, providing usage examples must be one of the principal parts of dictionary compiling projects.

Finally, we can conclude from the findings of the survey that the image of a dictionary most Japanese learners have in their mind, seems to be like a list of words with their meanings, because meanings of words is the main piece of information most users look for. This shows that besides developing dictionary compiling projects, teaching dictionary utilization skills should also be considered as a part of language teaching process. Learners should be taught explicitly about various kinds of grammatical, pragmatic and phonetic information they can obtain from a dictionary besides word meanings.

References:

Grinstead, Wren Jones

    1915   "An Experiment in the Learning of Foreign Words", *Journal of Educational Psychology*, 6, 242-245.

Hartmann, R. R. K.

    1989   "Sociology of the Dictionary User: Hypotheses and Empirical Studies", In F. J. Hausmann, O. Reichmann, H. E. Wiegand, & L. Zgusta (Eds.), *Wörterbücher – Dictionaries – Dictionnaires. Ein internationales Handbuch zur Lexikographie (Vol. 1)*, Berlin, New York: de Gruyter, 102-111.

Hosseini, Ayat

    2016   "A Review of Modern Persian-Japanese and Japanese-Persian Bilingual Dictionary", Critical Studies in Texts & Programs of Juman Sciences (41): 99-120.

Hosseini, Ayat and Behnam Jahedzadeh

    2018   "The Status of Deverbal Nouns in Japanese Bilingual Dictionaries", *Frontier of Foreign Language Education, 1*, 83-96.

    2019a   "On Presenting Word Class Information in Japanese Learners' Bilingual Dictionaries", *Frontier of Foreign Language Education, 2*, 67-81.

    2019b   "Main Issues of Japanese-Persian Bilingual Lexicography", Paper Presented in National Conference on Bilingual Lexicography, Tarbiat Modarres University, Tehran.

Householder, F.W. and S. Saporta (Eds.)

    1962   *Problems in Lexicography*, Bloomington: Indiana University/The Hague: Mouton.

Kiefer, Ferenc and Piet Van Sterkenburg

    2003   "Design and Production of Monolingual Dictionaries", In Piet van Sterkenburg (ed.) *A Practical Guide to Lexicography*, Amsterdam: John Benjamins Publishing, 354-355.

Nesi, Hilary

    2013   "Researching users and uses of dictionaries" in H. Jackson (Ed.), *The Bloomsbury Companion To Lexicography*, 62-74, London: Bloomsbury.

Tono, Yukio

    1998   "Interacting with the users: research findings in EFL dictionary user studies", In T. McArthur & I. Kernerman (Eds.), *Lexicography in Asia: selected papers form the Dictionaries in Asia Conference, Hong Kong University of Science and Technology*, 97-118, Jerusalem: Password Publishers Ltd.

Welker, Herbert Andreas

    2010   *Dictionary use: A general survey of empirical studies*, Brasília: Eigenverlag.

Yong, Heming and Jing Peng

    2007   *Bilingual Lexicography from a Communicative Perspective, Vol. 9*, Amsterdm: John Benjamins Publishing.

Kuroyanagi, Tsuneo

    1998   *Pe-nichi niche-pe gendai perushiago jiten [Modern Persian-Japanese and Japanese-Persian Bilingual Dictionary]*, Tokyo: DaigakuShorin.