

มุมมองของผู้เรียนต่อการใช้พจนานุกรมแบบเล่มในห้องเรียนรายวิชาการแปล*

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษามุมมองของผู้เรียนระดับปริญญาตรีต่อการใช้พจนานุกรมฉบับเล่ม แทนการใช้เครื่องมือดิจิทัลในการทำกิจกรรมการเรียนรู้ภายในชั้นเรียนรายวิชาการแปล โดยมุ่งศึกษามุมมองของผู้เรียนเกี่ยวกับประโยชน์และข้อจำกัดของการใช้พจนานุกรมฉบับเล่มในห้องเรียนการแปล งานวิจัยนี้ใช้ระเบียบวิธีวิจัยแบบผสมผสาน (Mixed-methods approach) เน้นการวิเคราะห์เชิงปริมาณเป็นหลัก และมีการใช้ข้อมูลเชิงคุณภาพเพื่อสนับสนุนผลการวิเคราะห์เชิงปริมาณ ในการดำเนินการเก็บข้อมูล ใช้วิธีการคัดเลือกแบบเจาะจง (Purposive sampling) รวบรวมข้อมูลจากผู้เรียนที่เข้าร่วมโดยสมัครใจจำนวน 204 คน เครื่องมือวิจัย ได้แก่ แบบสอบถามมาตรฐานค่า 3 ระดับ (3-point Likert-scale) แบบเขียนสะท้อนความคิดเห็นแบบคำถามปลายเปิด และการสังเกตการณ์ในชั้นเรียน (Classroom observation)

โดยภาพรวม ผลการศึกษาแสดงให้เห็นถึงทัศนคติของผู้เรียนในเชิงลบต่อการใช้พจนานุกรมฉบับเล่ม ผู้เรียนส่วนใหญ่แสดงความคิดเห็นว่าพจนานุกรมฉบับเล่มมีคำศัพท์ที่ล้าสมัย พกพาไม่สะดวก และต้องใช้เวลาในการค้นหาคำที่เหมาะสม ปัจจัยเหล่านี้ส่งผลให้ผู้เรียนมีแนวโน้มเลือกใช้เครื่องมือดิจิทัลมากกว่า อย่างไรก็ตาม ผู้เรียนส่วนใหญ่ตระหนักว่าการใช้พจนานุกรมแบบเล่มช่วยส่งเสริมการมีส่วนร่วมเชิงความคิด และความระมัดระวังในการเลือกใช้คำ ซึ่งเป็นองค์ประกอบสำคัญต่อการพัฒนาทักษะการแปล

การศึกษานี้ช่วยให้เกิดความเข้าใจมากขึ้นเกี่ยวกับการรับรู้ของผู้เรียนต่อการใช้เครื่องมือในการเรียนแบบเดิมในห้องเรียนที่มีการจำกัดการใช้เทคโนโลยี ซึ่งเป็นประเด็นที่ยังไม่ได้รับการศึกษาอย่างเพียงพอในวรรณกรรมที่ผ่านมา ผลการศึกษายังสะท้อนให้เห็นถึงความแตกต่างระหว่างความต้องการของผู้เรียนต่อเครื่องมือการเรียนรู้ที่ให้ความรวดเร็วและสะดวกกับการพัฒนากระบวนการเรียนรู้ การวิจัยนี้มีประโยชน์ต่อการศึกษาค้นคว้า การผสมผสานการใช้ทรัพยากรแบบดั้งเดิมในห้องเรียนยุคดิจิทัลซึ่งอาจช่วยส่งเสริมกระบวนการเรียนรู้และการมีส่วนร่วมในชั้นเรียนมากยิ่งขึ้น

คำสำคัญ: พจนานุกรมฉบับเล่ม, ห้องเรียนการแปล, การพัฒนากระบวนการเรียนรู้

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Learning without Technology: The Use of Print Dictionaries from a Translation Classroom Perspective*

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Abstract

This study aims to investigate undergraduate students' perceptions regarding the use of print dictionaries instead of digital tools and resources during in-class translation activities. Benefits and limitations of using print dictionaries in translation classrooms are also examined. A mixed-methods approach with a quantitative emphasis was employed. Qualitative data were collected to support the quantitative findings. Data were collected from 204 student participants through purposive sampling on a voluntary basis. The main instruments were a 3-point Likert-scale questionnaire, open-ended reflections, and classroom observations.

Overall, the findings demonstrate that, in translation classroom settings, students tend to hold negative perceptions of print dictionaries. They view these resources as outdated, inconvenient to carry, and time-consuming. Hence, digital tools remain highly preferred. However, most students recognize that using print dictionaries supports cognitive engagement and promotes more careful word selection, which are essential components in the development of translation skills.

The study provides valuable insights into how learners respond to traditional learning resources in classroom settings where technologies are restricted. This area has yet to be fully addressed in the literature. It also highlights a mismatch between students' preferences for convenience and the need for cognitive engagement. Beyond this specific context, the study contributes to research on integrating traditional learning resources in digital-era translation classrooms. It suggests that this kind of integration may enhance learning processes and student engagement.

Keywords: Print Dictionary, Translation Classroom, Learning Process Development

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Rationale

Nowadays, digital language tools, including online dictionaries, machine translation, and AI-based applications, play an important role in translation teaching and learning. While they provide speed and convenience, such tools may also influence the development of translation skills. Accordingly, classroom instruction should prioritize appropriate learning resources for students, as these tools may significantly influence language learning development.

In translation classrooms, print dictionaries are still regarded as essential for skill development, yet students tend to be excessively dependent on digital tools (Trinh et al., 2021, p. 30). This contrast often underlies pedagogical tension between learning efficiency and cognitive engagement, especially when digital tools are restricted (Tulgar, 2017, pp. 54-55; Udry and Berthele, 2025, pp. 227). The researchers observed this challenge in their translation classrooms, where students were asked to use print dictionaries during in-class activities. When digital tools were allowed on some activities, the researchers noticed that students tended to use not only online dictionaries but also translation tools to obtain quick answers without checking the outputs (Boonmoh and Kulavichian, 2023, pp. 498-499; Karczewska and Sharp, 2018, p. 173; Sadiqzade, 2025, p. 89).

In the Thai context, several studies have investigated the impact of online tools and dictionaries among Thai learners (Boonmoh and Kulavichian, 2023; Jaruwatsawat et al., 2024). However, this remains a critical unresolved issue, as learners' perceptions of traditional resources within technology-supported environments have not been sufficiently examined. This issue becomes increasingly significant in the AI era, where digital tools are not only widely accessible but also deeply embedded in students' learning practices. Therefore, this study examines students' views on print dictionary use in translation classrooms.

Research Objectives

1. To investigate Thai undergraduate students' perceptions of print dictionaries in translation classrooms.
2. To examine students' perceived benefits and limitations of using print dictionaries.

Research Questions

1. What are Thai undergraduate students' overall perceptions of using print dictionaries in translation classrooms?
2. To what extent do Thai undergraduate students perceive the benefits of using print dictionaries in translation classrooms?
3. To what extent do Thai undergraduate students perceive the limitations of using print dictionaries in translation classrooms?

Related Concepts and Theories**Digital Tools and Their Impacts on Language Learning**

Previous studies have revealed that digital tools may influence language learning and grammar development. They provide useful input, promote vocabulary acquisition, and help students find meanings, check grammar, and explore language use in a more convenient and quick way Al-Jarf, 2001, pp. 130-131; Fauzan, Basthomi and Ivone., 2022, p. 694; Jaruwatsawat et al., 2024, pp. 252-253; Laffey, 2019, pp. 28-29). Despite these benefits, digital tools may also negatively affect learning development. Several studies have shown that, in using digital tools, cognitive and linguistic engagement, vocabulary retention, and meaning recall may be reduced. In addition, such tools may result in mistranslation, limited contextual awareness, and inappropriate word choice (Boonmoh and Kulavichian, 2023, pp. 503-504; Fauzan et al., 2022, pp. 694-696; Reza and Zahra, 2013, pp. 40-42; Sadiqzade, 2025, p. 86-90; Udry and Berthele, 2025, pp. 221-222). For example, in a study of translation classrooms in Saudi Arabia, Al-Jarf (2001, pp. 133-134) suggests that digital tools may not always be appropriate for classroom use in contexts where language learning and translation development are important. Overall, these studies suggest a trade-off between convenience and cognitive engagement in language learning.

Print Dictionaries and Their Impacts on Language Learning

Digital tools provide several benefits; however, instructors still encourage the use of print dictionaries in classrooms because this approach fosters careful word analysis and cognitive engagement (Tulgar, 2017, pp. 54-55). According to research, when students are less dependent on digital support, their focus and active engagement during the learning processes may increase (Chiu and Liu, 2013, pp. 110-112; Udry and Berthele, 2025, p. 232). Moreover, Al-Jarf (2001, pp. 133-134) suggests that print dictionaries may support context-sensitive word selection in translation because they allow users to compare multiple senses more easily. Despite these benefits, several studies also reported that students preferred electronic dictionaries and considered print dictionaries ineffective for specialized translation (Al-Jarf, 2001, pp. 128-133; Trinh et al., 2021, p. 30). This difference may be related to the different benefits associated with each format. Chiu and Liu (2013, pp. 624-630) suggested that printed dictionaries may better promote word retention, while electronic dictionaries may increase learners' willingness to use dictionaries. Similarly, Indrawati et al. (2024) found that establishing a balance between print and digital resources can enhance students' vocabulary acquisition and learning processes. These findings are consistent with Tulgar (2017) in that

print dictionaries promote cognitive engagement. However, this contradicts students' actual preferences reported by Trinh et al. (2021), who found that learners still favored electronic dictionaries despite recognizing these benefits.

Dictionary Use and Word Searching Behavior in Translation Learning

One of the essential parts in translation teaching and learning is the use of vocabulary resources. Research on self-regulation in translation shows that successful learners are those who can select appropriate resources according to specific linguistic problems while beginner translators are often dependent on rapid search strategies instead of careful inquiry (Raído, 2014, pp. 115-118; Li and Xiao, 2024, p. 428-430; Nied Curcio, 2022, p. 72-77). In relation to this notion of cognitive processes, the Involvement Load Hypothesis (Laufer and Hulstijn, 2001, p. 15) claims that vocabulary learning is promoted when learners have engagement while doing an activity. This hypothesis suggests a link between translation learning, where the effort involves searching, analyzing, and selecting words, and cognitive engagement as well as vocabulary retention. It suggests that print dictionaries may better foster contextualized decision-making (Alcaraz-Mármol and Sánchez-Lafuente, 2013, pp. 13-19; Laufer and Hulstijn, 2001; Kobayashi, 2008, pp. 772-776). This perspective aligns with the Involvement Load Hypothesis, which emphasizes the role of cognitive engagement in vocabulary learning.

Research Gap

Investigations into students' perceptions of print dictionary use in translation classrooms are limited, particularly in situations where digital tools are intentionally not allowed for instructional purposes. Hence, understanding how students view the benefits, challenges, and learning value of print dictionaries under these classroom conditions is critical. Addressing this gap provides the focus of the present study.

Research Methodology

In this study, a mixed-method approach with a quantitative emphasis was employed. Qualitative data from students' reflections were used to support the quantitative findings. The study followed the guidelines of Creswell and Plano Clark (2007).

Population and Sample

The study employed a combination of convenience and purposive sampling. The target population was undergraduate students who enrolled in translation courses at the researchers' university. The selection was based on accessibility. According to the course enrollment records, the total population was 289

undergraduate students in their third or fourth year. 156 students took the Advanced Translation course, and 133 students took the Thai-English Translation course during the 2024-2025 academic year.

Within this population, purposive sampling with voluntary participation was applied. 204 students who consented to participate were included in the study. The participants all had previously completed an Introduction to Translation course in their second year. Demographic information such as year level was not collected in order to ensure participant anonymity.

Research Instrument

An anonymous self-report questionnaire was the primary instrument. It was developed based on previous research by Trinh Thi Lan Anh et al. (2021), Tulgar (2017), and Udry and Berthele (2025).

1) Questionnaire: The questionnaire consisted of two sections. Background information of participants was not collected to ensure participant anonymity.

Part 1 consisted of a 3-point Likert-scale questionnaire with 15 items (Agree =1, Neutral = 2, Disagree =3). A 3-point Likert scale was used to encourage clearer responses and reduce indecisiveness among participants. The questionnaire comprised 5 domains as shown in Table 1.

Table 1. Questionnaire items to examine perceptions towards print dictionary use

No.	Category	Number of Questionnaire Item
1	General Attitude	4
2	Ease of Use	2
3	Learning Benefits and Cognitive Engagement	3
4	Limitations	3
5	Preference in class	3

Part 2 was a reflection log. This part comprised open-ended questions to explore student participants' experience when using print dictionaries during in-class translation tasks.

2) Classroom observation: Classroom observations were conducted to examine students' actual behavior when using print dictionaries during in-class translation tasks. Observations were carried out in the 5th, 10th, and 13th weeks of the semester. The researchers took part as non-participant observers during the activities. A structured observation checklist was used to record frequency of use, searching behaviors, and levels of engagement.

A pilot test was conducted with 20 students to ensure the clarity and relevance of the questionnaire items. In this stage, content validity was examined by two experts in language and translation teaching. Then, revisions were made in accordance with their feedback. Following the pilot test, Cronbach's alpha was calculated to assess internal consistency, resulting in a reliability coefficient of 0.78, which is considered acceptable for this study.

Data Collection

The data collection and analysis followed the frameworks established by Creswell and Plano Clark (2007) and Miles and Huberman (1994). The questionnaire was distributed in the 14th week of the semester. All responses were collected and processed anonymously to ensure confidentiality.

Data Analysis

The quantitative data from the questionnaire were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations. At this stage, trends in students' perceptions of print dictionary use were identified. Qualitative data were obtained from responses to open-ended questions. The data were analyzed using a thematic coding approach. The coding process included initial open coding to identify key patterns. Then, similar codes were grouped into broader themes. These themes were later reviewed and refined to ensure consistency and alignment with the research questions. However, the qualitative analysis was used mainly to support the quantitative findings, not as a primary source of analysis. Data triangulation with classroom observations was conducted to ensure the comprehensiveness of the data analysis.

Ethical Approval

Participation was voluntary. Informed consent was obtained from all participants prior to data collection. No personally identifiable information was collected. Data were used solely for research purposes.

Results

1. Students' Overall Perceptions of Print Dictionary Use

In this section, key findings associated with Research Question 1: "*What are Thai undergraduate students' overall perceptions of the use of print dictionaries in translation classrooms?*" are demonstrated.

To ensure consistent interpretation, mean scores were categorized as follows: 1.00-1.66 = agreement tendency, 1.67-2.33 = neutral tendency, and 2.34-3.00 = disagreement tendency.

Table 2. Means and standard deviations by perception aspect of the use of print dictionaries

Category	Mean	S.D.
General Attitude	2.60	0.35
Ease of Use	2.02	0.76
Learning Benefits and Cognitive Engagement	2.16	0.33
Limitations	1.03	0.05
Preference in class	1.87	0.68

Table 2 shows the results of the assessment on the five domains. Overall, the findings revealed a sense of discomfort among student participants regarding the use of print dictionaries in translation classes. To begin with, the mean score of General Attitude was 2.60 (S.D. = 0.35). The results indicated a negative perception of print dictionaries in translation classes. Similarly, the mean score for Learning Benefits was 2.16 (S.D. = 0.33). This finding suggested some uncertainty, with a tendency towards a negative perception, about the value of print dictionaries in students' learning development.

Among the five categories, Ease of Use had a moderately high mean score ($M = 2.02$; $S.D. = 0.76$). Based on the scoring scale, this result indicated that students perceived print dictionaries as less effective for quick word searches and difficult to navigate. Meanwhile, the Limitations category had the lowest mean score ($M = 1.03$; $S.D. = 0.05$). The very low standard deviation ($S.D. = 0.05$) reflects highly consistent responses among participants. This pattern is consistent with the percentage data, which show that more than 95% of participants agreed across all items in this category. Preference in Class also showed a relatively low mean score ($M = 1.87$; $S.D. = 0.68$). This indicated limited acceptance of print dictionary use rather than a clear preference for this tool during translation activities.

Table 3. Student Responses to Questionnaire Items on the Use of Print Dictionary in Translation Classrooms

Item	Category	Construct	Agree (%)	Neutral (%)	Disagree (%)
1	General	Positive attitude toward print dictionaries	5.88	30.88	63.24
2	Attitude	Confidence in using print dictionaries	3.43	12.25	84.31
3		Perceived relevance of print dictionaries	8.82	26.47	64.71
4		Willingness to use print dictionaries	3.9	46.1	50.00

Table 3. (Continue)

Item	Category	Construct	Agree (%)	Neutral (%)	Disagree (%)
5	Ease	Ease of finding words in print dictionaries	1.96	21.08	79.96
6	of Use	Time required to locate entries	77.94	18.14	3.92
7	Learning	Vocabulary retention using print dictionaries	2.94	46.08	50.98
8	Benefits	Awareness of spelling and word formation	5.88	58.33	35.78
9		Careful word selection during translation	60.29	12.75	29.96
10	Limitations	Perceived outdatedness of print dictionaries	98.53	0.98	0.49
11		Inconvenience in use and portability	95.59	3.43	0.98
12		Difficulty in finding needed words	97.06	2.94	0.00
13	Preference	Preference for print over digital dictionaries	1.47	17.65	80.88
14	in class	Usefulness of instructor encouragement	35.29	58.33	6.37
15		Understanding of instructional rationale	88.73	10.29	0.98

According to Table 3, participants generally viewed print dictionaries as unhelpful and time-consuming. Regarding General Attitude and Ease of Use, the results reveal a consistent pattern of negative perceptions. Students showed unwillingness and low confidence in using print dictionaries, and found them inconvenient and time-consuming. The findings suggest that they did not feel comfortable using print dictionaries for in-class activities. Most participants also reported difficulty in finding appropriate words and perceived that print dictionaries lack up-to-date or modern vocabulary entries.

2. Perceived Benefits of Print Dictionary Use

This section addresses Research Question 2: “*To what extent do Thai undergraduate students perceive the benefits of using print dictionaries in translation classrooms?*” Overall, the findings reveal two different patterns. Students did not clearly see the linguistic benefits, such as spelling awareness and vocabulary retention. However, many of them recognized cognitive benefits, especially more careful word choice during translation tasks. A majority of students (60.29%) agreed that using print dictionaries for in-class activities helped them think more carefully before choosing words for translation. However, a small number of participants clearly reflected their perceived benefits in their responses to the open-ended questions.

In the open-ended question asking about the benefits of print dictionaries, several students left the question unanswered or reported uncertainty about the benefits. This suggests that they may not fully recognize the benefits. This lack of awareness may also reflect participants' reliance on digital tools, where their focus was usually on completing the task rather than the learning processes.

2.1 Cognitive Learning Benefits: The questionnaire results indicate that participants recognized certain cognitive benefits of using print dictionaries. As shown in Table 2, the mean score for the Learning Benefits domain ($M = 2.16$; $S.D. = 0.33$) suggests overall uncertainty regarding the learning value of print dictionaries. However, more than half of the participants (60.29%) agreed that using print dictionaries promoted careful thinking when selecting words during translation tasks.

In the same way, responses to open-ended questions and classroom observations reflected this pattern. Some student participants reflected that they needed to examine multiple meanings before selecting an appropriate word. Observations also revealed that students sometimes engaged in only short searches. When initial entries did not fit the context, they often stopped searching and instead waited for instructor comments rather than thinking about other meanings by themselves.

2.2 Linguistic Learning Benefits: Based on the results, participants may not yet be able to recognize benefits in this dimension. As shown in Table 3, only a small percentage of student participants agreed that using print dictionaries improved their awareness of spelling and word forms (5.88%), while most student participants selected a neutral response (58.33%).

Responses to the open-ended questions asking whether print dictionaries helped students remember vocabulary better also reflected this pattern. Some participants mentioned that their vocabulary knowledge was limited. As a result, they thought that even after finding words in print dictionaries, they still often misspelled them or used incorrect parts of speech. Their points of view suggest that they might feel that types of dictionaries did not make a difference due to their limited vocabulary background.

3. Perceived Drawbacks of Print Dictionary Use

This section addresses Research Question 3: *“To what extent do Thai undergraduate students perceive the limitations of using print dictionaries in translation classrooms?”* Overall, the findings indicate a strong and consistent perception of drawbacks associated with print dictionary use. Participants reported that print dictionaries were outdated, inconvenient, and insufficient.

3.1 Time Consumption: The time spent when using print dictionaries during translation activities was one major drawback reflected by the participants. As shown in Table 3, a majority of participants (77.94%) agreed that using print dictionaries took a lot of time, while 13.24% reported a neutral opinion towards this statement. These results suggest that many students felt that using print dictionaries during classroom translation activities was a time-consuming step.

Responses to open-ended questions and observations aligned with this pattern. Students reported that they felt using print dictionaries really consumed time, especially when the time for translation tasks was limited. They also felt that extra time was further spent after finding words in print dictionaries, as they needed time to analyze and think of appropriate and up-to-date words that fit the translation. During observations, it was noticed that when working on their tasks, students usually took time to identify words. After that, they asked for their peers' opinions before completing their tasks. Many times, they turned to ask their instructor or stated that the words they found in print dictionaries did not seem to fit their translation. In these cases, it was evident that the time used in searching for and selecting words could slow down the translation process in classroom settings.

3.2 Difficulty in Finding and Selecting Right Words: Based on Table 3, 97.06% of student participants agreed that they sometimes could not choose the right words or terms they needed from dictionary entries. Moreover, a majority of participants (98.53%) agreed that print dictionaries did not have up-to-date words, terms and expressions that fit the translation.

Responses to open-ended questions and classroom observations support this finding. Some participants reported that even when they found words in a dictionary entry, they were still unsure which one should be selected for their translation tasks. The results reveal that dictionary entries may not always give the best options to use when translating. Based on observations, some students preferred waiting for the instructor's conclusions rather than continuing to search for more word options.

Discussion

1. Students' perceptions of the use of print dictionaries in translation classrooms

Overall, the results indicate that although students understood the purpose of using print dictionaries in class, they still preferred digital resources as their learning support tools. In their opinions, print dictionaries were not useful or easy to use for in-class translation tasks. These findings support previous studies which show that learners tend to prefer digital resources due to their speed, convenience,

and broader word coverage (Jaruwatsawat et al., 2024; Trinh et al., 2021). This preference reflects students' dependence on prompt feedback from digital tools, which may lead to a reduction in the cognitive effort required during the learning processes. In contrast, print dictionaries require active searching and interpretation. Therefore, they may be considered inconvenient. These findings reflect students' learning behavior in technology-supported environments, where digital tools are commonly used for quick responses (Nied Curcio, 2022; Udry and Berthele, 2025).

2. The Benefits of Print Dictionary Use in Translation Classrooms Perceived by Students

As discussed in the Results section, participants generally showed uncertainty when asked about the benefits of print dictionary use. Many students were not sure whether print dictionaries help improve vocabulary retention, spelling awareness, or careful word choice. These findings align with Enríquez Raído (2014, pp. 2-4), who found that translation learners often struggle to interpret lexical information effectively. However, some students reported that although using print dictionaries required additional time, the process encouraged them to think more carefully compared to when using digital tools. This suggests that cognitive engagement may occur during dictionary use, even if students do not explicitly see it as a learning benefit. This finding aligns with the Involvement Load Hypothesis (Laufer & Hulstijn, 2001). The concept suggests that deeper engagement during vocabulary tasks may enhance retention. Hence, although students recognized this benefit, they still preferred digital tools. This situation highlights a contrast between cognitive awareness and technology-driven behavior.

3. Limitations of Print Dictionary Use in Translation Classrooms Perceived by Students

Based on the results, participants reported several limitations of using print dictionaries in translation classrooms, including speed, convenience, and outdated entries. The findings support earlier studies indicating that students perceive print dictionaries as inefficient compared with digital tools (Jaruwatsawat et al., 2024; Trinh et al., 2021). Another issue reported was uncertainty when choosing appropriate words from dictionary entries. This pattern suggests a dependence on digital tools. Such reliance may be linked to a reduction of focus and attention in the learning processes (Sadiqzade, 2025, pp. 86-88). These findings align with previous research which mentioned that less experienced translation learners tend to rely on rapid search rather than careful word analysis during the translation process (Nied Curcio, 2022, pp. 73-76). This pattern has important implications for translation pedagogy. Instructors

may consider designing structured tasks that encourage students to engage with print dictionaries before the use of digital tools. In this way, the development of analytical word selection skills may be enhanced.

Conclusion

In conclusion, the findings highlight a mismatch between teaching goals and learner preferences in translation classrooms. Although student participants tended to focus on quick task completion when using print dictionaries, this behavior may reflect a preference for efficiency rather than a lack of cognitive engagement. Print dictionary use, while perceived as less convenient, may promote deeper cognitive processing during the translation process. These results support previous research on the influence of digital technology on language learning behaviors (Udry and Berthele, 2025). While digital resources offer convenience and make word search easier, this efficiency may influence cognitive engagement.

To address this tension, a structured instructional approach is recommended. Instructors may consider implementing print-first dictionary tasks in early translation activities, followed by guided reflection on the word selection process. This approach allows students to develop analytical skills before transitioning to digital tools, thereby supporting both cognitive engagement and translation competence. This aligns with Indrawati et al. (2024, pp. 252-253), who suggest that structured integration of print and digital resources can enhance vocabulary acquisition and learning processes.

This study contributes to research on learner perceptions of traditional learning resources in technology-driven environments, particularly in Thai translation classrooms. The findings emphasize the importance of intentional pedagogical design that supports deeper cognitive engagement, especially in an era where AI tools are widely accessible. Future research may explore longitudinal approaches to examine how structured print dictionary use influences translation skill development among Thai learners.

Limitations

1. The study relied mainly on self-reported perceptions. This means it may not fully reflect the actual learning behaviors of students when using print dictionaries in translation classrooms.
2. The findings were based on data collected from a single institution over one academic year. Therefore, the results may not be generalizable to other educational contexts or learner populations.

Recommendations

Based on the findings, in early translation activities, students may be required to use print dictionaries before transitioning to digital tools, followed by guided reflection on their word selection process. This approach may support analytical thinking and reduce over-reliance on instant digital responses. For future research, longitudinal studies and cross-institutional comparisons are recommended to further examine the impact and generalizability of these findings.

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