Dictionary Use by Saudi EFL University Preparatory Program Students

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Abstract
It is undoubtedly true that dictionaries are an indispensable tool for language learners, as they are sources of information as well as aids to learning (Nation, 2001). More specifically, learners' dictionaries are considered reservoirs of treasures and jewels of information about words and their etymology, formation, behavior, and usage (Nakamura, 2000). The current study was set to explore dictionary use among Saudi EFL university students at preparatory programs. The study included 100 female and male students from seven different Saudi universities. A 42-item questionnaire was administered to tap the participants' behavior towards dictionary use in terms of a) the type of dictionary they own, b) language skills they tend to use the dictionary with, c) reasons that make them use a dictionary, and d) the types of information they look up. The results showed that the participants tended to use electronic dictionaries as well dictionaries available on the Internet more than paper-based or handheld electronic dictionaries. Moreover, the need to discover the meaning of a new word or to confirm the meaning of a previously met word was the most important reason for the current study's participants to look up a word. When the types of information sought was involved, checking the pronunciation and the spelling of a word obtained the highest scores. Finally, it was suggested that further research concerning the new emerging skills of dictionary look-ups due to the advancements of technology needs to be conducted.

Keywords: dictionary, monolingual, bilingual, language skills, types of information
1. Introduction

1.1 Background

It seems that learners' dictionaries are an indispensable tool for many English language learners. It is very common that you see language learners carrying around or checking up their dictionaries, but not their grammar books. Dictionaries help language learners in their comprehension and production of language (Nation, 2001), and support learners with invaluable information on linguistic as well as cultural aspects of words when learners are not available (Cubillo, 2002).

However, it seems that L2 learners do not use dictionaries as effectively as intended by their compilers and publishers (Arishi, 2004; Béjoint, 1989; Hamouda, 2013; Hartmann, 2009). Furthermore, some language teachers seem to have negative attitudes towards the use of dictionaries by their students as they believe that they hinder the learning process (Poulet, 1999), or make L2 learners lazy (Scholfield, 1997). Therefore, Hamouda (2013) claims that complaints about dictionary consultations are common in EFL contexts.

In addition, the advancement of technology has brought its positive effects on dictionary compilation and consultation. Furthermore, it has made some dictionary use skills fade (e.g. knowing the English alphabet), and has introduced new skills (e.g. searching a word by voice recording). Al-Jarf (1999), for example, found that her participants preferred electronic dictionaries over book dictionaries for their non-linguistic features, e.g. fastness, easiness, light weight. Such new emerging skills and features need to be explored and investigated further to provide more insightful results.

1.2 Significance of the Study

The importance of the current study stems from the rapid changes that have occurred to dictionary compilation and presentation due to the continuous and rapid changes in technology. These changes have brought with them different dictionary skills and types of information to be sought. Furthermore, in the Saudi EFL context, research on dictionary use has been scarce (Alhaisoni, 2016; Hamouda, 2013). The first seminal paper that discussed dictionary use among Saudi students was Al-Jarf (1999). Moreover, even these few studies (e.g. Al-Jarf, 1999; Al-Fuhaid, 2004; Alhaisoni, 2016; Alhaysony, 2011; Hamouda, 2013) that have been conducted in the Saudi context lack diversity in terms of university contexts and/or types of information looked up by EFL learners. Therefore, the current study is unique in exploring common practices among Saudi students at different universities. This feature may give a larger picture of common dictionary use practices among Saudi EFL learners. Thus, the present investigation aims at answering the following research questions:

1. What type of dictionaries do Saudi EFL University Preparatory Program Students seem to use the most?

2. With what language skill(s) do Saudi EFL University Preparatory Program Students use dictionaries the most?
3. For what reasons do Saudi EFL University Preparatory Program Students consult a dictionary?

4. What type of information do Saudi EFL University Preparatory Program Students look for when consulting a dictionary?

2. Literature Review

2.1 Types of Dictionaries

Dictionaries have been categorized into different types based on a range of criteria. For example, the target audience plays a major role in determining the direction of compiling words, classifying entries, types of information added, examples given, etc. therefore, there have been two major types of audience for dictionary compilers. A dictionary is made either for native speakers of a certain language or for the learners of that language. A dictionary targeted to native speakers usually has different features that are not necessarily available in a learners' dictionary. For example, a standard dictionary written for native speakers does not usually have information on grammar, usages, or pragmatics like learners' dictionaries tend to have. Moreover, a learners' dictionary may draw users' attention to common errors, common collocations, and word frequencies. Furthermore, learners' dictionaries typically include pictures, drawings, language notes, illustrations, and lists and glossaries of irregular verbs, plural nouns, and nationalities. Since the current study is considered within an EFL context, the following distinctions are all attendant to learners' dictionaries.

Another important distinction for classifying dictionaries is the number of languages used in the learners' dictionary. If only the L2 is given, it is described as a monolingual dictionary. Monolingual dictionaries usually require higher levels of proficiency in the L2 (Nation, 2001). If more than one language is included, it is called bilingual. A third type that has been emerging rapidly is the bilingualized type of dictionaries. A brief description of the three types is presented below.

Monolingual dictionaries only contain the L2. In other words, all information available in this type of dictionaries is written in the target language. This means that the headword, its definition, examples, grammar notes, and illustrations are introduced in one language. Researchers (e.g. Béjoint & Moulin, 1987; Thompson, 1987; Laufer & Hadar, 1997) believe that monolingual dictionaries expose learners to more useful pieces of information like words' syntactic behavior, etymology, register, and idiomatic usage. However, it seems that learners are dissatisfy with monolingual dictionaries. So many studies (e.g. Nesi & Meara, 1994; Laufer & Kimmel; Kharma, 1985; Nation, 2001; Thompson, 1987) have revealed learners' preference towards bilingual dictionaries simply because monolingual dictionaries require a good command of the target language in order to enable proper use and utilization of information looked at. Thompson (1987) believes that monolingual dictionaries are not rewarding for many learners as they are not cost-effective when it comes to the effort exerted in word look-ups. It seems that learners tend to prefer bilingual dictionaries to monolingual ones (Baxter, 1980; Laufer & Kimmel, 1997).
A bilingual dictionary, on the other hand, is the one that has two languages (i.e. L1 and L2), where the headword and its examples are in the L2, while the meaning is provided in the L1 (Nation, 2001). Research shows that L2 learners tend to favor bilingual dictionaries over monolingual dictionaries (e.g. Baxter, 1980; Al-Jarf, 1999; Alhaisoni, 2008; 2016). Bilingual dictionaries seem to be favored by L2 learners because of attendant features and advantages. First and foremost, bilingual dictionaries provide an L1 translation. This feature has made L2 learners feel secure to prefer bilingual dictionaries to monolingual dictionaries (Scholfield, 1997). This preference of bilingual dictionaries seems to be attendant in many EFL contexts with different L1s (Alhaisoni, 2016).

The third common type of dictionaries is a bilingualized dictionary. Bilingualized dictionaries have combined the merits of wealthy information of monolingual dictionaries with the accessibility of bilingual ones (Nation & Webb, 2011). In short, they combine the "best of the both worlds" (Scholfield, 1997). This type of dictionaries usually involves typical information available in monolingual dictionaries plus an L1 translation of the entry word. Research has shown that L2 learners in different parts of the world prefer this type of dictionaries (e.g. Chun, 2004 (China), Thumb, 2004 (Hong Kong), Hamouda, 2013 (Saudi Arabia)).

2.2 Kinds of Information Available in a Dictionary

Scholfield (1999, 1982) differentiates between using a dictionary for reception and using it for production. Each one involves different types of skills and strategies (ibid.). Scholfield (1982: 85) argues that for reception, "the critical information in the entries is the meaning; all other information is incidental to this one thing that the learner is seeking whereas for production the focus is on all the kinds of information in addition to the meaning which must be supplied to enable the learner to use a word correctly". Furthermore, Nation (2001) adds a third distinction that involves learning. Hence. The types of information to be looked at should be determined before owning a dictionary. For example, if the language learner is interested in using a dictionary for helping him/her in their writing tasks (i.e. production), then a dictionary that has information about word derivations, usage, common errors, etc. should be obtained. If a dictionary is intended for learning/receptive purposes, then a dictionary that focuses on word parts, examples, parts of speech, etc. should be owned. However, this may be impractical for many language learners as well as dictionary publishers as this will necessarily entail having two versions of each dictionary, i.e. one for receptive uses and another for productive uses. Nonetheless, proper and well-built online as well as mobile applications solve this problem by combining both kinds of information for receptive and productive uses.

Nation (2001) relates information looked up in a dictionary to what is involved in knowing a word. That is, he divides this into three general aspects: form, meaning, and use. These aspects cover both receptive and productive information. For example, spoken and written forms, word parts, meaning, examples, associations, collocations, and register should be available for language learners to make use of them in their receptive, productive, and learning uses of dictionaries.
Research has shown that L2 learners tend to consult their dictionaries mainly for meaning, spelling, definitions, examples, or L1 translations (e.g. Bejoint, 1981; Hartmann, 1984; Al-Jarf, 1999; Alqahtani, 2005; Alhaisoni, 2008, 2016). However, research of different L1s seem to agree that meaning is the first and foremost type of information sought by language learners. Alhaisoni (2008) surveyed 15 studies, starting by Tomaszczyk (1979) and ending by Almuzainy (2005), and listed six types of lexical information those studies had investigated. Alhaisoni (2008) found that all surveyed studies had reported that their participants ranked meaning first to be looked at when a dictionary was consulted. Strangely enough, only five studies found their participants to consult their dictionaries to check a word spelling as second. The rest of the studies reported different elements of lexical information (e.g. L1 equivalents, pronunciation, grammar, parts of speech).

2.3 Reasons for and Language Skills Acquainted with Using Dictionaries

Research has shown that language learners have different reasons for consulting their dictionaries. However, the results of this research seems to be scattered (Alhaisoni, 2008). Furthermore, there seems to be a confusion between the types of information looked up and reasons behind consulting a dictionary. Although it is true that there is a clear overlap between the two, still there are some discrepancies. For example, when a learner cannot guess the meaning of an unknown word, and resort to a dictionary, then this is a reason for using the dictionary, but not a type of information one may look up in a dictionary.

Alhaisoni (2008) listed six reasons that his participants reported to have for consulting a dictionary through think-aloud protocols that he conducted with his participants. These reasons are as follows (ranked with the highest means first): No knowledge of word, retrieved knowledge of word’s meaning but uncertain, guessing and referring to dictionary to confirm, retrieved partial knowledge of word but not including the meaning, retrieved other meaning of word/homonym but recognized as the wrong one for the current context, retrieved other meaning thought to be correct but not sure (Alhaisoni, 2008: 254).

Nation (2001) stated that Harvey and Yuill (1997) had reported their participants who used monolingual dictionaries while writing to have eight reasons for searching for a word as follows (ranked with the highest means first): To check on spelling, to confirm the meaning, to see if the word exists, to find a synonym to use instead of the known word, to find out about the grammar of the word, to check on the constraints or register of the word, to find collocations, and to find a correctly inflected form.

The difference between Harvey and Yuill's (1997) and Alhaisoni's (2012) lists is clear. Harvey and Yuill's (1997) participants reported reasons that are suitable for production in a writing task, while Alhaisoni's (2012) related to receptive use of words in a reading task. Furthermore, the participants in Harvey and Yuill (1997) were restricted to the use of a monolingual dictionary, while Alhaisoni's were given access to different types of dictionaries, i.e. monolinguals, bilinguals, or bilingualized. Therefore, the results are not comparable. As discussed earlier, Scholfield (1999, 1982) argues that receptive use of dictionaries requires different types of skills to productive use of dictionaries.
As for language skills that learners seem to consult dictionaries with, different studies have reported little discrepancies. For instance, the majority have shown that dictionary consultations are highly related to reading more than any other skills (Tomaszczyk, 1979; Bejoint, 1981; Li, 1998; Almuzainy, 2005; Alhaison, 2008). Fewer studies have reported their participants to use dictionaries with other receptive tasks (e.g. translation) (e.g. Hartmann, 1983; Al-Ajmi, 1992), or with productive tasks like writing (Al-Jarf, 1999). In all previous studies that have reported reading to be the first language skill to be acquainted with dictionary consultations, writing comes right after it. The results are not surprising; dictionary use has been normally reported to be used with receptive skills (e.g. reading, L2-L1 translation) more than with productive skills (e.g. writing, L1-L2 translation).

3. Methodology

3.1 Participants

The participants of the current study were 100 Saudi EFL university students. All participants belonged a preparatory program at seven different universities. There were 69 males and 31 females. Their ages ranged between 18 and 22. The participants were supposed to complete their preparatory program and then proceed to different fields of study. They were also supposed to study different skills courses like communication, presentation, and English courses. Normally, Saudi students at this level are usually classified as beginners as their vocabulary size has been reported to be less than 1000 words (Al-Bogami, 1995; Al-Homoud, 2003; Alsaif, 2011; Al-Masrai & Milton, 2012).

3.2 Instrument

The aim of the study was to explore certain aspects involved in the participants' use of dictionary. Therefore, a 42-item questionnaire was employed. The questionnaire items were divided into four major sections: Type of dictionaries used, skills acquainted with dictionary use, reasons for using a dictionary, and kinds of information being looked up. The questionnaire was given before being administered to two professors of applied linguistics to validate the test. Three items were deleted from the original script. The internal reliability analysis of the questionnaire items was performed through Cronbach alpha. The internal reliability of the questionnaire was 9.57.

There were 42 closed-ended items as a whole. The questionnaire was built on a 4-point Likert scale. The rationale behind using an even point scale was, according to Dornyei (2003), that some participants may use the middle point to avoid making real choices by sitting on the fence. Hence, the participants were requested to report their actual use of dictionaries by choosing either never, rarely, sometimes, or always, with corresponding points of 1, 2, 3, and 4, respectively. The items of the questionnaire were divided into four main sections. The first section dealt with type of dictionaries the participants are usually acquainted with.

3.3 Procedures

The questionnaire was made electronically for its ease of access, distribution, and marking. It was created on Google Drive. After checking the reliability and validity of the questionnaire,
a number of Saudi universities preparatory programs were reached for formal permission of circulating the electronic questionnaire to their students. The link to the questionnaire was sent to students at those universities, and those responded to it were 100 male and female students.

4. Results and Discussion

The first research question, What type of dictionary do Saudi EFL University Preparatory Program Students seem to use the most?, was split into two sections based on the type of language provided and on the type of presentation. The first involves whether a dictionary is monolingual, bilingual, or bilingualized as discussed earlier. The second deals with how the content of a dictionary is presented, be it through paper-based books, mobile applications, electronic handheld devices, or online websites.

Table 1 shows that the participants of the current study do not have any clear tendency towards any particular type of dictionaries. The mean scores indicate that the frequency of using any of these dictionary types is less than moderate. However, it seems that the participants tend to use English-Arabic and bilingualized (i.e. English-English-Arabic) dictionaries more often than the other two types may be due to the fact that the participants at this level are bombarded with large amounts of English input. Thus, their need to translate from English to Arabic is more than their need to translate the other way round. An explanation of the infrequent use of these types of dictionaries (monolingual, bilingual, and bilingualized) can be justified by the results in table 2.

Table 1. Frequency of dictionary use in terms of language provided

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monolingual</td>
<td>2.23</td>
<td>1.07</td>
</tr>
<tr>
<td>Arabic-English bilingual</td>
<td>2.21</td>
<td>1.13</td>
</tr>
<tr>
<td>English-Arabic bilingual</td>
<td>2.40</td>
<td>1.14</td>
</tr>
<tr>
<td>Bilingualized</td>
<td>2.27</td>
<td>1.14</td>
</tr>
</tbody>
</table>

The results in table 2 display an interesting, but not strange, issue. The participants have a clear tendency towards using mobile applications (M= 3.62) and online websites (M= 3.43) for dictionary use. The paper-based type of dictionaries (M= 1.78) seem to fade with the advancement of mobile technology. Furthermore, the electronic handheld type of dictionaries (1.80) seem to fade as well from actual use. A justification for this might be that if one set (i.e. a personal smartphone, e.g. IPhone or Samsung) can provide many services, including translation services via applications and websites, then why to carry two sets!

Table 2. Frequency of dictionary use in terms of medium of presentation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile applications</td>
<td>3.62</td>
<td>0.84</td>
</tr>
<tr>
<td>Online</td>
<td>3.43</td>
<td>0.96</td>
</tr>
<tr>
<td>Electronic (handheld)</td>
<td>1.80</td>
<td>1.08</td>
</tr>
<tr>
<td>Paper-based</td>
<td>1.78</td>
<td>1.00</td>
</tr>
</tbody>
</table>
Table 3. Frequency of language skills acquainted with dictionary use

<table>
<thead>
<tr>
<th>Language Skill</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Arabic translation</td>
<td>3.27</td>
<td>0.95</td>
</tr>
<tr>
<td>Arabic-English translation</td>
<td>2.93</td>
<td>0.99</td>
</tr>
<tr>
<td>Writing</td>
<td>2.64</td>
<td>0.97</td>
</tr>
<tr>
<td>Reading</td>
<td>2.62</td>
<td>1.01</td>
</tr>
<tr>
<td>Speaking</td>
<td>2.05</td>
<td>1.01</td>
</tr>
<tr>
<td>Listening</td>
<td>2.00</td>
<td>0.93</td>
</tr>
</tbody>
</table>

As for the second research question, With what language skill(s) do Saudi EFL University Preparatory Program Students use dictionaries the most?, table (3) indicates some interesting results. First, the participants tend not to consult their dictionaries while listening and speaking (means = 2 and 2.05, respectively). As for reading and writing, they seem more inclined towards using a dictionary. Furthermore, they seem to have more dictionary consultations when translating a text (could be written or spoken) from English into Arabic or vice versa (3.27 and 2.93, respectively).

Scholfield (1999) asserts that it is not imaginable how a language learner would use a dictionary while being involved in a conversation. This may explain the participants' low mean scores of using dictionaries with listening and speaking. It is quite odd, however, that the participants did not report using dictionaries while reading or writing. A possible justification for this is twofold. First, the results in table 1 showed that the participants rarely used their dictionaries. Therefore, it is not strange that did not report high frequency of dictionary use of language skills. Second, due to the lack of proper exposure to English outside the classroom, the low frequency of practicing English through reading and conversations may have affected their use of dictionaries with language skills, where these skills are highly related to the classroom setting in Saudi Arabia. Some studies have reported that Saudi EFL students hardly read in English (e.g. Al-Homoud, 2003; Al-Qahtani, 2016).

The results of the third question, For what reasons do Saudi EFL University Preparatory Program Students consult a dictionary?, indicate, as shown in table 4 that the participants consult their dictionaries the most for issues related to word meaning like discovering the meaning of a new word (mean = 3.03) or confirming the meaning of a known word (mean = 3.05). When it comes to other issues like grammatical behavior or synonyms of a certain word, the participants tended not to consult their dictionaries so frequently.

Table 4. Reasons for dictionary consultations

<table>
<thead>
<tr>
<th>Reasons for consultation</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>meaning</td>
<td>3.05</td>
<td>0.96</td>
</tr>
<tr>
<td>new word</td>
<td>3.03</td>
<td>1.04</td>
</tr>
<tr>
<td>Spelling</td>
<td>2.99</td>
<td>1.06</td>
</tr>
<tr>
<td>pronunciation</td>
<td>2.94</td>
<td>1.05</td>
</tr>
<tr>
<td>guessing</td>
<td>2.93</td>
<td>1.02</td>
</tr>
<tr>
<td>existence</td>
<td>2.53</td>
<td>1.19</td>
</tr>
<tr>
<td>isolated words</td>
<td>2.50</td>
<td>1.10</td>
</tr>
<tr>
<td>Synonym</td>
<td>2.49</td>
<td>1.02</td>
</tr>
<tr>
<td>grammar</td>
<td>2.29</td>
<td>1.10</td>
</tr>
</tbody>
</table>
Table 5 shows the results for the fourth research question, What type of information do Saudi EFL University Preparatory Program Students look for when consulting a dictionary?, that the participants use dictionaries so frequently to check the spellings of words (3.12) and their pronunciations (3.03). However, the participants do not use their dictionaries to look for extra information about word usages, like the differences between American and British English (1.9), or whether a verb is transitive or intransitive (1.9). Generally speaking, the results show moderate to low means of the participants consulting the dictionary for extra information beyond the word meaning, e.g. the singular/plural form, word derivatives, pictures, and parts of speech.

5. Discussion

The results of the current study has shown high means of the participants using online and/or mobile application dictionaries, while paper-based dictionaries seem to fade in terms of use. This goes in line with previous research where electronic dictionaries have been reported to replace the traditional paper-based ones in the Saudi EFL context (e.g. Al-Jarf, 1999; Alhaisoni, 2016; Hamouda, 2013). No doubt that electronic dictionaries are accessible, free (or cheaper than their paper-based counterparts), easy to carry, and quick in response. Furthermore, electronic dictionaries do not require solid knowledge of the alphabetical order.
of the letters as most of them provide 'do you mean…' options for their users, if a word is misspelled.

Furthermore, and a result of the ownership of electronic dictionaries, it seems that the participants may not be able to have a clear idea about the different types of dictionaries in terms of the language they contain, i.e. monolingual, bilingual, and bilingualized, as the electronic dictionaries provide basic information that a beginning learner needs, namely, L1 equivalents. Previous research, as discussed earlier has shown that EFL learners tend to prefer bilingualized dictionaries to monolingual and bilingual dictionaries (e.g. Chun, 2004; Thumb, 2004; Hamouda, 2013). Once more, new versions of famous and robust learners' dictionaries, e.g. Cambridge, Longman, Oxford, provide L1 translations for different L1s, Arabic, Japanese, German, respectively.

Moreover, the participants showed similar tendency towards using their dictionaries in translation tasks like the participants of some previous studies (e.g. Al-Jarf, 1999; Hamouda, 2013). Furthermore, reading skill tends to relate moderately or highly to dictionary consultation by the participants of the current study, which goes in line with results reported by some EFL learners (e.g. Almuzainy, 2005; Alhaisoni, 2008). Nonetheless, the results of this study do not conform to Al-Jarf's (1999) regarding consulting dictionaries while writing. As shown earlier, the participants of the current study reported that they tend to consult their dictionaries more repeatedly when writing than when reading. However, results of studies, including this one, assert that dictionary consultation is attached to written texts (i.e. reading, writing, and translation) more than with spoken texts (i.e. listening and speaking), and to receptive written skills (i.e. reading and L2-L1 translation) more than to productive written skills (i.e. writing and L1-L2 translation).

In addition, it is a general tendency that EFL learners consult dictionaries for the three basic aspects of word knowledge, i.e. meaning, sound, and form, as discussed by Nation (2001) and Schmitt (2000). Other elements do not seem to draw learners' attention, may be due to the low proficiency levels of most of EFL learners surveyed in previous studies discussed earlier (e.g. Chun, 2004; Almuzainy, 2005; Alhaysoni, 2008; 2016).

Accordingly, the type of information looked up is highly associated with the reasons that usually make learners resort to their dictionaries for consultations, with meaning, sound, and spelling aspects being at the top of the list. This is not unexpected, as dictionaries have been originally generated for fixing different aspects of the lexicon, e.g. meaning, spelling, and use (Schmitt, 2010).

6. Conclusion

Dictionary use, especially electronic, needs to be explored more deeply as new learners' skills and dictionaries features have emerged due to the advancements in technology and electronic dictionaries. Today's learners, especially beginners, seem to abandon paper-based dictionaries, and resort to electronic ones. This shift definitely requires different skills, strategies, and uses that have not been available in the past. Therefore, learners and teachers alike need to be
instructed about these new advancements to properly utilize electronic dictionaries as purposefully designed by their publishers.

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