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**Department of English**

**The Use of Mobile Dictionaries in Developing EFL Students'  
Vocabulary Level**

**The Case of Second Year Licence (LMD) Students at Mohammed  
Seddik Ben Yahia University, Jijel**

**Dissertation Submitted in Partial Fulfillments of the Requirements for the Degree of  
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## **Dedication**

In the name of Allah, the most Gracious and Most Merciful

I dedicate this work to

The light of my life, my mother “Nacira”; for her, I say thank you for all what you have  
done for me. I would be nothing without you.

My dear father “Abdalhalim”, this work would not have been possible without your help and  
your support .

To my little star “Ayoub”

My dear sister “Chahira” dear brothers, “Zohir ”and “Nabil”,  
for their love, and support.

My lovely friends, “Hana”, “Bouchra”, “Iman ”, for their love, support, and the nice moments  
we spent together.

To my big star Amine for his help and guidance.

To all my extended family and all those who believed my success.

**Asma**

## **Dedication**

I thank Allah, the Almighty, for giving me the strength and patience to complete this work.

With profound love, i dedicate this humble work:

To the person whom I love the most, the most kind, hearted, and strongest woman I have ever known, the apple of my eye, my beloved Mother. Without her i would have never become the woman I am today. May Allah reward her the highest ranks in paradise.

To the memory of my dear father, may Allah have mercy on him.

To me

To my siblings who always support me and be there for me through thick and thin.

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## **Abstract**

The present study attempts to explore the role of mobile dictionaries in enhancing second year licence EFL students' vocabulary level. It also aims at finding out whether or not the students use mobile dictionaries in order to learn vocabulary and the frequency of such a practice. Accordingly, the study also purports to determine the students' vocabulary level and the possible match between the frequency of mobile dictionary use and vocabulary level. The present study is directed by the hypothesis stating that second year licence EFL students who frequently use mobile-based dictionaries will achieve better results and will develop their vocabulary level more than those who don't use them. To this end, and with relevance to such aims and to the research questions, descriptive research design has been adopted and quantitative tools have been implemented. Both a structured questionnaire and a vocabulary test were utilized to gather the needed data. The questionnaire was directed to sixty (60) out of two hundred fifty (250) second year licence LMD students at the Department of English, University of Mohammed Seddik Ben yahia, Jijel. In addition to that, a vocabulary level test was adapted and used in the study. The results of both the questionnaire and the test have come to confirm the hypothesis. The results of the present study reveal that mobile dictionaries can be considered as an effective device for vocabulary learning. On the basis of these results, some pedagogical recommendations are suggested for more efficient and optimal results of vocabulary learning.

**Key words:** Mobile dictionaries, vocabulary learning, vocabulary level.

## **List of Abbreviations**

%: Percentage

Apps: Applications

EDs: Electronic Dictionaries

EFL: English as a Foreign Language

ESL: English as a Second Language

iOs :I phone System

MALL: Mobile Assisted Language Learning

MDs: Monolingual Dictionaries

N: Number

PAD: Personal Digital Assistant

PED: Pocket Electronic Dictionaries

VLT: Vocabulary Level Test

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## **General Introduction**

### **1. Background of the Study**

English is one of the most successful means of international communication because it is the common language used by people in different countries of the world for communicative purposes. Given such an importance, learning English as a second or foreign language (ESL/EFL) has then become an important goal for a vast majority of people around the world. Central to learning EFL is developing and enriching one's vocabulary. This entails enlarging knowledge about the different meanings of words, a skill that requires long-lasting efforts for optimal learning to take place.

Traditionally, students learn the meaning of unfamiliar words by using traditional dictionaries. The emergence of new technology devices such as tablets, ipads and smartphones, have led to fundamental changes in teaching and learning, especially in foreign language settings. Mobile phones are one of the most accessible technological devices that most of students own and use in language learning. Like many other devices, mobile phones contain numerous applications, including dictionaries, from which users can learn the meaning of the word in many languages.

The use of mobile dictionaries for developing vocabulary has captured the attention of many researchers in the academic field of the study. A substantial corpus of research has been conducted on the use of electronic dictionaries in the language classroom. Razaei& Davoudi (2016) wrote an article about the influence of electronic dictionaries on vocabulary knowledge extension at the Department of English Language and Literature, Hakim Sabzevari University, Sabzevar, Iran. The idea has been conducted with regard to the effectiveness of the use of new technology and educational settings.

Another study by Barham (2017) explored students' experiences in two sections of the "Educational Reading in English " course at the faculty of Educational Sciences and Teacher Training at An-Najah National university in using mobile dictionaries in learning new vocabularies, The findings of this study showed that students had great and exciting experience in using the mobile dictionary in learning new vocabularies. Therefore, they have positive attitudes and perceptions toward mobile dictionary use.

In an effort to investigate the role of mobile dictionaries in enhancing students' vocabulary learning, Zare(2014) explored the effect of Java mobile dictionaries on Iranian EFL students' vocabulary learning. The results revealed that the experimental students significantly outperformed their control group counterparts in EFL vocabulary learning. Moreover, the students exhibited their pronounced tendency to use Java mobile dictionaries in vocabulary learning. The present study comes as an attempt to investigate university students' views on the use of mobile-based dictionaries in developing students' vocabulary level in the Algerian contexts.

## **2. Statement of the Problem**

One of the most difficulties that learners face when learning a foreign language is learning its vocabulary, due to the fact that vocabulary cannot completely be mastered. Vocabulary. Still, vocabulary is considered as one of the most significant subjects in language acquisition. EFL students face the problem of acquiring and understanding English words, phrases and sentences, in selecting the suitable meaning of words, and in using words based on their context.

In the Algerian university context, where English is studied as a foreign language as a field of specialty, and in spite of the availability of the different technological and mobile assisted learning kits and devices, students keep complaining about the difficulties they encounter in the process of learning new words and their meaning and in utilizing them in

everyday study context as part of their overall academic performances .Accordingly, mobile dictionaries have been indicated as a helpful design to overcome these obstacles. EFL students can use mobile dictionaries to acquire more words and expressions both in writing and speaking in order to improve their vocabulary acquisition and be more active in foreign language learning more comprehensively.

### **3. Aims of the Study**

The present study aims to find out whether or not second year licence students use mobile dictionaries in learning vocabulary and to determine the students' vocabulary level and the possible match between the frequency of mobile dictionary use and vocabulary level at the Department of English Mohammed Seddik ben Yahia University.

### **4. Research Questions and Hypothesis**

The present study attempts to answer the following research questions:

1. Do second year licence EFL students actually use mobile dictionaries to learn vocabulary?
2. What attitudes do second year licence EFL students hold towards mobile dictionaries use and vocabulary learning?
3. To what extent can mobile dictionaries develop second year licence EFL students' vocabulary

Based on the above research questions, the following research hypothesis can be advanced. If second year licence EFL students frequently use mobile-based dictionaries, they will achieve better results and will develop their vocabulary level more than those who don't use them.

## **5. Means of Research**

The present research work adopts a descriptive research design to achieve its aims and objectives. Quantitative research tools have been implemented in order to collect the needed data, namely, a students' questionnaire and a vocabulary test. These were administered to 60 out of 250 second year licence students of the English Department at Mohammed Seddik ben Yahia University, Jijel, during the academic year 2021/2022. The sample was randomly chosen. The students were chosen given the fact that those sophomores have already been introduced to dictionary study skills as freshmen and are supposed to be well-equipped to use dictionaries. Moreover, they are still in the route of learning and enlarging their vocabulary repertoire and may, supposedly, be in need of using dictionaries to learn more vocabulary words, expressions and items. Hence, the target population choice is likely to best fit the aims of this study. The questionnaire and the vocabulary test complete each other and aim to investigate the frequency of mobile dictionary use and its relation to students' vocabulary level determined through the vocabulary level test adapted for the study.

## **6. Structure of the Study**

The present research work is presented in the form of two chapters. The first one is devoted to the literature review while the second one covers the field work. The first chapter is divided into two sections. The first section is concerned with vocabulary learning in EFL context, while the second section covers mobile dictionaries in the EFL context. The second chapter deals with the analysis of the students' questionnaire and vocabulary test results, a discussion of the overall findings, some pedagogical suggestions, and research limitations.

## **Chapter One: Literature review**

### Introduction

### **Section One:** Vocabulary Learning in EFL

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## **Section One: Vocabulary learning in EFL.**

### **Introduction**

The present chapter presents the theoretical part of this research work; it consists of two sections: the first section deals with vocabulary learning in EFL classrooms; it provides a definition of vocabulary, and explains the differences between receptive and productive vocabulary. Moreover, it highlights the aspects of knowing words, the importance of vocabulary, and the strategies of vocabulary learning. The first section ends with outlining vocabulary level. The second section is devoted to discussing mobile dictionaries use in the EFL context; it provides an overview about technology and education, and mobile assisted language learning (MALL). Additionally, it provides the definition of mobile learning and dictionaries, and it elaborates the characteristic of mobile dictionaries and their types. Furthermore, it lists the best dictionary apps for English learners. Finally, the section explains the role of mobile dictionaries in learning vocabulary.

#### **1.1.1. Definition of Vocabulary**

Vocabulary is an essential component that plays a significant role in both language teaching and learning. It has been attributed various definitions by several scholars. According to Richards (2002,p.255) Vocabulary is a core part of language ability, and for how good learners speak, listen, read and write. Also, the Oxford dictionary (2005) defines it as “the words that a person knows or users have a wide/limited vocabulary \*your active vocabulary (=words that you see)\* your passive vocabulary(=wordsthat you understand but don’t use)”(p.1645).

#### **1.1.2. Types of Vocabulary**

Vocabulary knowledge means that students learn words with deep meaning. It includes pronunciation, meaning, spelling, frequency, sound structure, syntax, and collections

depending on the context (Qian, 2002). In addition to that, most prominent researchers agree that within the framework of their use, well known word knowledge is divided into writing, reading, listening, and speaking skills. They divide lexical knowledge into productive vocabulary and receptive vocabulary (Laufer, 1998; Laufer & Paribakht, 1998; Henriksen, 1999; Nation, 2001; Read, 2000; Schmitt, 2014; as cited in Baharudin, 2016, p.262). However, Harmer (2001) identifies vocabulary knowledge as an active vocabulary that students can use and recall verbally. Productive vocabulary knowledge is the words that learners can understand and pronounce. In fact, learners are good at using these words, whether spoken or written. Thus, productive vocabulary can be viewed as an active vocabulary process as learners create vocabulary to express thoughts and feelings understood by others (Webb, 2005).

Nation (2001) defines receptive vocabulary as "perceiving the form of a word while listening or reading and retrieving its meaning" (p.38). In relation to the previous definition, Redman & Gains (1986) defines receptive vocabulary as "the language items which can only be recognized and comprehend in the context of reading and listening materials" (p.64) That is to say, receptive vocabulary refers to words that a person can comprehend and respond to, even if the person cannot produce those words. It refers to all the words that can be understood by a person, including spoken, written, or manually signed words. (As cited in Baharudin, 2016, p.262).

### **1.1.3. The Importance of Vocabulary**

Vocabulary plays an important role in developing students' skills. In addition to helping improve communication skills and developing various language skills and elements, it is seen as a critical tool because limited vocabulary hinders successful communication. To emphasize the importance of vocabulary, Schmitt (2000) asserted that lexical knowledge is central to communicate competence and the acquisition of a second language. Moreover, Nation (2001) further explained the complementary relationship between word knowledge and language, i.e., lexical knowledge is able to use language and vice versa, the use of language leads to an increase in vocabulary.

The importance of vocabulary is in and out of the classroom. Outside the classroom, people constantly use language to socialize and communicate. In the classroom, learners must learn a sufficient number of words to be successful in the learning process. Rodriguez and Sadoski (2000) found that vocabulary acquisition is critical for successful second language and foreign language use and plays an important role in speaking and writing complete texts. Whether English as a Second Language (ESL) or English as a Foreign Language (EFL), vocabulary learning is important in all language skills (i.e., listening, reading, speaking, and writing) (Nation, 2011; as cited in Alqahtani, 2015, p. 22).

### **1.1.4. Aspects of Knowing Words**

Lexical knowledge is multidimensional, and it involves the acquisition of different aspects of lexical knowledge (Richards, 1976; Nation, 2013; Schmitt, 2014; Schmitt & Meara, 1997). Research on vocabulary learning shows that aspects of word knowledge are continuously acquired at different rates (González-Fernández & Schmitt, 2019; Henriksen, 1999; Laufer, 1998; Laufer & Goldstein, 2004; Nation, 2013; Schmitt, 2010). Acquisition of

one aspect of a word is also related to other aspects of lexical knowledge (Nation, 2013; Nontasee&Sukying, 2020; Schmitt,2010; Schmitt;Zimmerman, 2002; Sukying, 2018a, 2020).However, word learnability (how easy or difficult it is to learn a word) varies according to thenature of different aspects of word knowledge. Therefore, vocabulary learners may face multiple challenges in learning these knowledge across multiple words at different levels (Brown, 2011; González-Fernández & Schmitt,2019; Laufer,1992, 1998; Laufer &Goldstein, 2004; Milton &;Fitzpatrick, 2014; Nontasee&Sukying, 2020; Schmitt, 2014; Schmitt& Meara, 1997; Sukying, 2018b, 2020; Vincy,2020).( As cited in Nontasee&Sukying, 2021).

Nation (1990, 2001, 2013) described the most comprehensive word knowledge structure. He listed three main aspects of knowing a word: form, meaning, and usage. Formal knowledge includes the ability to locate the phonetic and morphological elements of words in both written and oral ways. Meaning knowledge requires learners to have insight into form and meaning, concepts and references, and lexical networks (word associations). Finally, usage knowledge describes where each word can be used and the society that word might occupy. For example, if a word is an adjective, it is usually followed by a noun or the verb to be. If it is a noun, it is likely to be preceded by an article. Also, some terms may appear together while others do not (e.g., familiar, similar). Therefore, learners must understand the unique behavior of a particular word, as its use sometimes involves inappropriate grammatical

features ( as cited in Nontasee&Sukying, 2021, p.36). Thus, Nation (2013) proposed nine distinct but related dimensions of word knowledge, each divided into levels of receptive (R) and productive (P) mastery. Receptive word knowledge refers to the ability to recognize different forms and meanings of words, while productive word knowledge is the ability to recall and retrieve the form and meaning of a word and use it appropriately in context (Laufer & Goldstein, 2004; Sukying,2017, 2018b; as cited in Nontasee&Sukying, 2021, p.36).

### 1.1.5. Strategies for Learning Vocabulary

One of the main challenges that learners face in their second or foreign language learning process is learning vocabulary. Vocabulary is considered essential for language use in which insufficient vocabulary knowledge of the learners lead to difficulties in learning a second language. So, in this case of learning a second or foreign language, vocabulary must be taught to students through vocabulary learning strategies.

According to Schmitt (1991; as cited in Schmitt, 2000, p.135), there are some strategies to find a new word meaning. They are as follows:

- **Determination strategies:** they include some strategies used by a person when discovering new words without the resource of others. This can be done by guessing from structural knowledge of the language, by guessing from contextually relevant L1, or using references.
- **Social strategies:** they depend on using interaction with others to enhance language learning, Teachers or classmates can be asked about new words and they can answer indifferent ways (synonyms, translation, etc.).One can also learn and consolidate vocabulary with other people.
- **Memory strategies** (traditionally known as mnemonics): they use some form of imagery of grouping to connect the word to be remembered with previously learned knowledge. A new word can be integrated into a variety of existing word knowledge (e.g., previous experience or known words) or images can be tailored for retrieval (e.g., images of the word form or meaning attributes).
- **Cognitive strategies:** they are like memory strategies, but they do not focus precisely on manipulative mental processing; they involve repetition and the use of mechanical methods of learning vocabulary.

- **Meta-cognitive strategies:** they include a conscious overview of the process of learning and making decisions about planning, monitoring, or evaluating best learning practices. This involves improving access to input, deciding on the most effective study techniques, and self-testing to measure improvement. It also includes which words are worth learning and which are not, and how to save the words you decide to learn.

#### **1.1.6. Vocabulary Level**

To determine learners' vocabulary level, the Vocabulary Level Test (VLT) (Nation, 1990; Schmitt, et al., 2001) was designed to provide more comprehensive information about a learner's knowledge of the second, third, fifth, and tenth 1,000-word frequency bands, and Coxhead (2000) Academic Glossary (AWL). (As cited in McLean and Kramer, 2015,p.2). The main purpose of this level test is to assess the learner's mastery of the most commonly used vocabulary, with the hope of assigning appropriate study materials. For example, Nation (2013) stated that meaning-based reading involves activities such as long-form reading and many types of task-based instruction, requiring instructional material written at 95% of the known vocabulary level. The test results and their interpretation reflect this purpose, usually expressed on a 30-point scale on each level of the test; mastery is a high percentage of correct answers for that level. Teachers can then use these results in order to help students focus on the most frequent ambiguous words until mastery is accomplished.

## **Section Two: Mobile Dictionaries in the EFL Context.**

### **1.2.1 Technology and Education**

Because of the new development in technology in the 20th century, a substantial change has appeared in the educational field, and new facilities and chances have occurred. Çakır (2016) said that students are using technology mostly in their everyday life and they find it completely worthy, easy and motivating in learning a foreign language (p.171). In addition

to that, Kukulska -Hulme, Shied,(2008) described learning experiments regardless of space limited with the support of mobile devices as mobile learning focused on the role of mobile technologies and devices in education ,and then a shape of informal learning taking place outside classes needing no specific place to use. Using mobile learning is an obvious model of such impact, and it is so important to give an account of what is mobile learning.

### **1.2.2.Mobile-assisted Language Learning**

Mobile-Assisted Language Learning (MALL) has become a complex field over the past decade, with a growing body of articles examining the variety of mobile devices used in and outside of formal language learning settings (Stockwell& Hubbard, 2013, p.2). MALL is defined as "the use of mobile technologies in language learning, especially where device portability offers specific advantages" (Kukulska-Hulme, 2013, p.3701). MALL has focused on the utilization of five mobile technologies: pocket electronic dictionaries, personal digital assistants (PDAs), mobile phones, MP3 players, and most recently ultra-portable tablet PCs (Burston, 2013, p.157).

### **1.2.3. Mobile Learning**

Some scholars see that it is hard to find only one definition of mobile learning because the sense of mobility itself is debatable between those who refer to m-learning as the mobility of technology, and those who view it as the mobility of learners learning (El-Hussein & Cronje, 2010, p.20). It is defined by Pilar, Jorge, and Cristina (2013) as “a teaching and learning methodology that uses mobile phones or other handheld devices with some form of wireless connectivity, such as phones, PDAS and tablets, among others (p.1190).

In the light of this definition, mobile learning is considered as a modern tool of learning, which is wireless, and all mobile technologies devices play a distinct function. The opponent of this standpoint say that mobile learning is “any sort of learning and knowledge sharing that

happens due to social awareness when the learner is at a fixed, predetermined location but in varied learning context.”(Wan, 2011, p.61).In other words,, mobile learning provides a widely affirmation to the mobility and elasticity of learners and learning in which enable learners to enter in learning activities without any limitation in terms of bodily presence in everyday and everywhere.

#### **1.2.4. Dictionaries and Mobile Learning**

##### **1.2.4.1. Definition of Dictionary**

Kirkness (2004, p .54) confirmed that the dictionary is the most commonly used book in the educational field because it is an important origin of knowledge on any part of the form and the sense of words in the target language. In this respect, a dictionary is an indispensable source of information in which language learners can acquire the meaning or the interpretation of words into their favorite language.

Concerning the previous definition, Madrecha (2010, p.46) asserted that the word dictionary is identified as a taxonomy or central location; basically the diversity of the meaning and specific definition of terms are organized in alphabetical order. In the light of this definition, Hamouda (2013) claimed that a dictionary is an essential tool for both second or foreign language learners because it provides them with valuable information in all aspects of language involving phonological, etymological, morphological, syntactical, semantic, and usage information (p.277).

#### **1.2.5. Types of Dictionaries**

##### **1.2.5.1. Monolingual Dictionaries**

The oxford Advanced Learner’ Dictionary (2005) defines the term monolingual as “speaking and using only one language” (p.950). A monolingual English Dictionary can be defined as a book or source that provides users with the meanings and/ or definitions of words



in one language (Dash, 2009; Rasmussen, 2010; Nicolson, Adams, Furnbrough, Adinolfi & Truman, 2005). For example, an English-English dictionary is a monolingual dictionary because both the entries and explanations are in English.

#### **1.2.5.2. Bilingual Dictionaries**

The Oxford Advanced Learner's Dictionary (2005) defines the term bilingual as "Using two languages, written in two languages" (p. 133). Bilingual dictionaries are popular and commonly used among learners at all levels. The main function of such dictionaries is to provide users with word equivalents, not to analyze or define them. The study of Atkins and Knowels (1990) which included over 1000 learners in seven European countries shows that bilingual dictionaries are used by the majority of students (75%). According to Béjoint and Moulin (1987), bilingual dictionaries are ideal for quick consultation, while monolingual ones "though more difficult to use, have the extra merit of introducing the user right into the lexical system of L2" (p.104). Piotrowski (1989) pointed out that second language learners, even those who have achieved a good level of L2 proficiency still reach out for a bilingual dictionary. He concluded that "no matter what their level of competence, foreign learners and users use their bilingual dictionaries as long as they use dictionaries at all" (p.73).

#### **1.2.5.3. Electronic Dictionaries (EDs)**

The concept of electronic dictionaries came into existence in the late of 1940s, and their use became active with the development of computer technologies (Zhnang, 2015, p.428). An electronic dictionary can be defined as a program or portal equipped with a user- friendly interface and automatic fast search capabilities. Laufer and Hill (2000) pointed out that the high speed and ease of access to electronic dictionaries encourage language learners to use them frequently in learning vocabulary. They also noted that the use of electronic dictionaries increases the chances of acquiring look-up words. Furthermore, Al-Jarf (2007) pointed out that electronic dictionaries have a positive effect on motivation of language learners, and

stated that students who prefer to learn vocabulary through the use of electronic dictionaries had the highest gains in vocabulary.

- **Online dictionaries**

Online dictionaries, also known as internet-based dictionaries, are dictionaries available on the Internet or on various application distribution platforms, accessible through a web browser on a computer or mobile device. Online dictionaries are stored in a central database and can be accessed over the internet through a search screen (Baskin and Yildirim, 2020). Zhang (2015, p. 429) claims that online dictionaries can be classified under four types: single-unit versions can usually be downloaded and installed on a computer and Translate web pages and display data in different languages. Single online versions are usually attached to the website and can be found at any time. A dictionary site aggregates dozens, hundreds or even thousands of words in different languages and subject areas on one start/index page. A dictionary website, which is actually a bilingual translation software Dictionaries like [translate.google.com](https://translate.google.com) and Babylon.com.

- **Offline Dictionary**

Offline dictionaries, also known as PC based dictionaries, are dictionaries that can be accessed without an Internet connection. They can be downloaded in text, ms-word or pdf format (Wójitowicz, 2003, p. 60)

#### **1.2.5.4.The Pocket Electronic Dictionaries**

This sort of dictionary is produced in almost all countries of the world, and it is more popular in South East Asia than in other countries (Nesi,1998, p. 5).

#### **1.2.5.5. CD-Rom Dictionaries**

CD- Rom dictionaries refer to all dictionary types installed on compact disks. These dictionaries are not developed specifically for CDs; but, they are printed Dictionaries

converted on CDs; and they can be opened and read by a computer Technologies such as laptops or e-book players (Zhang, 2015, p. 429). There are many CD-ROM dictionaries for language learners which are available in printed versions in the market, such as Oxford Advanced Learners' Dictionary, Merriam Webster Dictionary and Cambridge Advanced Learners' Dictionary. Nesi (1996, p. 537) pointed out four advantages that make CD-ROM dictionaries more popular than printed ones: they can cross-reference within and between separately published resource book form. They can enable vague and complicated searches. They can interact with users to develop vocabulary and dictionary skills. And they may provide direct links to other computer applications.

#### **1.2.6. Printed versus Online Dictionaries**

There are many studies on the use of printed and electronic dictionaries which focus on the comparison of both types of dictionaries related to certain types of tasks (Lew,2012, p.343). An example of these studies, the studies on the so- called comprehension scores in reading and understanding tasks, partly comparing PEDs and paper dictionaries (eg.,Osaki; et al.2003, Koyama and Takeuchi 2007). Dziemianko(2012) pointed out that electronic dictionaries facilitate the look up process more than printed ones. Apparently, electronic dictionaries on hand- held devices make learners less careful of dictionary use. It is not clear whether robust- machine electronic dictionaries benefit users in the same way. (Dzimianko 2012, p.330). Unlike traditional printed dictionaries, electronic dictionaries can be accessed on different devices, such as mobile phones, computers, and notebooks.

#### **1.2.7. Mobile Dictionaries**

Despite the various EDs attainable in computer and internet, there are others that are obtainable in all types of mobile devices involving smartphones, tablets, laptops, and personal digital assistants (PDAs). a set of dictionaries that can be network -based, as it can be standalone dictionaries (Moon, Hong & Kim, 2008, p.59). The previous may be indicate to a

dictionary server that can be reached from mobile device, or dictionary app that can be installed when connection is available to obtain data. In the opposite, standalone dictionaries may be involved only dictionaries apps downloaded on any mobile devices via Google play where internet connection is not needed because they work on offline mode.

#### **1.2.8. Characteristics of Mobile Dictionaries**

Aslan (2016, p.2) confirmed due to its motivating nature, mobile dictionaries are considered valuable tools and play an important and essential role in learning efficiency.

Furthermore, he speculates that mobile dictionaries have many characteristics that make it better than the print version. These characteristics are summarized as follows:

- Mobile dictionaries are independent charge because they can be installed on the mobile with a free cost.
- Learners can use mobile dictionaries anytime and anywhere because they are lightweight and portable.
- Mobile dictionaries provide an easy use for learners with a few touches when they search on the meaning and interpretation of words, so it is a time saving task.
- They show the acoustic pronunciation of words which is not obtainable in printed dictionaries (Aslan, 2016, p.5).

#### **1.2.9. Best Dictionary Applications for English Learners**

According to ‘dictionary apps for android and iOS’, there are various English-English /English-another language dictionary apps, basically English learners can download them on their Android / or IOS devices to get In-depth knowledge to understand words. The following apps are the best among them( as cited in Yahmedi , 2019).

##### **a. Oxford dictionary of English**

According to Sawant (2017, pp.9-10), oxford dictionary app is one of the best free dictionary apps on mobile for English learners. This is a great app as it contains over 35,000

words with their meaning, history, and synonyms. Moreover, Oxford Dictionary App users can save words offline and revise them at any time without an internet connection.

#### **b. Merriam Webster**

It is an American dictionary app that ranks among the top apps in the Google play store and Apple store. The Merriam Webster app appears on iOS smartphones or Android can be used anytime and everywhere without internet connection data. While it supports prompts, which can sometimes be an annoying problem when the device is connected to Wi-Fi, it showcases various features that can help English learners, such as: Dictionary, word definition, examples, sentences, provided to check how words are used in the context and how voice search enables the user to look up to words using with his/her voice without writing down. (Sawant, 2017, pp.9-10). Furthermore, the Merriam Webster app offers users the opportunity to check their vocabulary with a vocabulary test and test English speakers on how to pronounce correctly when they have internet on their device. (Beach&Brien , 2015, p.131).

#### **c. Dictionary .com**

It is a free dictionary app downloaded on Android and iOS devices. In this app, users can learn basic information about a word, including its meaning, antonyms, synonyms, pronunciation, and even its origins. In addition to that, it provides learners with new words everyday in order to expand and develop their vocabulary; and vocabulary building quizzes to examine their knowledge. Additionally, it uses the voice of the learner in spelling state when looking for word meanings, but only with internet connection (Dictionary Apps for Android and iOS (2017). Furthermore, Dictionary.com app is an interpretive dictionary that provides translations of words over thirty languages (Joshi, 2018).

#### **d. Google Translate App**

It is a free app available for android and iOS users. Google Translate App is an interpreting service that provides users with the equivalent of words, sentences, and

paragraphs in 59 languages with an offline mode (Dictionary Apps for Android and iOS, 2017). However, when connected to Wi-Fi, the app works like any other dictionary, including different various information about words like definitions, grammatical category, synonyms, and their explanation for each of the 103 languages (Zaino, 2018).

#### **e. Dictionary - English offline**

It is a free dictionary app obtainable only on iOS. It is collected of more than 147,000 word with their synonyms, definition, hypernyms, antonyms, meronyms, and hyponyms, and their acoustic pronunciation (Dictionary App for Android and iOS, 2017).

#### **1.2.9. The Role of Mobile Dictionaries in Vocabulary Learning**

A dictionary is one of the first tools foreign language learners purchase, and the majority of language teachers support the idea that dictionaries can help them in learning vocabulary (Schofield, 1997). Dictionaries provide information on etymology, meaning, spelling, and pronunciation. A good dictionary will provide more information on grammar and usage, synonyms and derivatives, and the difference between spoken and written English. (Dakun, 2001, p.21).

Many educators and researchers encourage the use of dictionaries; basically, few studies have focused centrally on vocabulary learning through dictionaries. The most likely reason is that language practitioners agree that words should not be learnt or taught in isolation, and dictionaries are seen as reinforcing students' tendency to learn individual words (Honey field, 1997). Moreover, several recent survey studies (Gu & Johnson, 1996; Kojic – Sabo & Lightbown, 1999; Schmitt, 1997) all reinforce the importance of dictionary use in vocabulary learning (as cited in Dakun, 2001, p.29). In Schmitt (1997) study, Japanese EFL learners reported the use of a bilingual Dictionary is one of their most useful strategies, and that they used bilingual dictionaries most frequently. Knights' study put an emphasis on the effects of dictionary use on comprehension and vocabulary acquisition for L2 learners.

It revealed that students who used dictionary learned more words and achieved higher reading comprehension scores than those who guessed from context.

As Laufer claimed, “the conclusion that seems to have emerged is that people who use a dictionary almost always acquire more words than people who read without a dictionary” (p. 849). The studies by Gu and Johnson (1996) and Kojic-Sabo and Light Brown (1999) all demonstrated that learners’ vocabulary knowledge and their overall language proficiency are among other factors, much related to their dictionary use (as cited in Dakun, 2001.p.29). All these results highlight the value of dictionary consultation as an explicit vocabulary-learning strategy, particularly when used to verify an inference, suggesting that dictionary use should have a more important role in second language reading classes. In the light of this study, mobile based dictionaries became an essential tool in learning vocabulary. There are many studies that explore the role of mobile based dictionaries in enhancing vocabulary learning. Rahimi and Miri (2014) studied the relationship between the use of mobile dictionaries and language learning. The results of this confirmed that learners who used mobile dictionaries accomplished better results on the language proficiency test which involves the five main components: listening, vocabulary, grammar, reading, and writing, than those who did not use dictionaries at all subjects.

## **Conclusion**

Mobile dictionaries are an essential reference for learners in general, and language learners in particular, as they provide them with in-depth knowledge about words, especially those they are unfamiliar with, whether in their native language or in any other languages. For this reason, this chapter highlighted the significance role of mobile dictionaries in developing vocabulary learning for EFL learners.

## **Chapter two: Field work**

### 2.1.5 Analysis Introduction

### 2.1 Research Design

#### 2.1.1 Research Instruments

#### 2.1.2 Population and Sampling

#### 2.1.3 Description and Administration of the Students Questionnaire

#### 2.1.4 Description and Administration of the Vocabulary Test

#### of the Results

##### 2.1.5.1 Analysis of the Questionnaire Results

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#### 2.1.6 General Discussion of the Findings

#### Limitations of the Study

#### Suggestions for Further Research

#### Pedagogical recommendations

#### Conclusion

#### General Conclusion



## **Introduction**

The present chapter covers the practical part of this research work. It contains a description of the research design, namely, the research tools and the population of the study. The chapter also presents the analysis and interpretation of the study findings, along with a general discussion of the overall results. By the end of the chapter, limitations of the study, pedagogical recommendations, and suggestions for further research will be presented.

### **2. 1. Research Design**

#### **2.1.1. Research Instruments**

The current study is an investigation into the role of mobile dictionaries in enhancing second year license EFL students' vocabulary learning of the English Department at Mohammed Seddik Ben Yahia University, Jijel. The reason behind selecting this sample and not any other level in the department is that those sophomores have already been introduced to dictionary study skills as freshmen and are supposed to be knowledgeable about the importance of using dictionaries. Moreover, as freshmen, they started learning English as a field of specialty and in order to enlarge their vocabulary repertoire. Hence, they may, supposedly, be in need of using dictionaries to learn more vocabulary words, expressions and items. Thus, the target population choice is likely to match the aims of this study.

To conduct this research, a quantitative method was adopted in order to answer the research questions and confirm or refute the hypothesis. The questionnaire and the test are used as the only tools in this research: the student questionnaire as a primary tool and the vocabulary test as a second tool in order to answer the research questions. Moreover, an interpretation of the findings made to determine the potential relationship between the two variables. Correlation design adopted in the current study, can be defined as a design in which the variables in the dataset are only measured and not manipulated experimentally (Judd and Sadler, 2003, p.115).

As mentioned, and in order to collect the needed data for conducting this research, two research tools were used: a questionnaire for students and a vocabulary test. According to Brown (2001), questionnaires are defined as any written tools that present respondents with a series of

questions or statements that they are asked to answer, either by writing down their answers or choosing from existing answers (As cited in Dörnyei, 2007, p.102). The questionnaire was meant for gathering data about students' views on mobile dictionary use and its frequency. Furthermore, the current research was also conducted with a vocabulary test as a supportive tool (see appendix 3). It was used to complete the results of the students' questionnaire. This vocabulary test was adapted from McLean, S., & Kramer, B. (2015). The creation of a New Vocabulary Levels Test. *Shiken*, 19(2), 1-11. (Version 4.5) (see appendix2).

### **2.1.2. Population and Sampling**

The current study involved 60 out of 250 second year licence students of English Department at Mohammed Seddik Ben Yahia –Jijel, enrolled during the academic year 2021-2022. The students were chosen randomly from the whole target population (250 students). Only 53 students participated in the study and responded to the questions. The reason behind selecting second year students relates to the fact that they started specializing in studying English as a foreign language one year ago, so it is thought that they would be on their way to develop their vocabulary. Put otherwise, second year students are not proficient enough and still need to develop their vocabulary level. Besides, they need to discover the required skills and strategies for doing so. The use of mobile dictionaries stands to be one of these strategies and techniques of relevance to vocabulary learning.

### **2.1.3. Description and Administration of the Students Questionnaire**

The student questionnaire was designed on the basis of the elements that were discussed in the theoretical part. It consists of 10 questions developed under two main sections. The questionnaire consists of both closed-ended and open-ended questions. The first section is about students' background information related to their learning experience and their overall estimated vocabulary level. The second section is about the use of mobile dictionaries in learning vocabulary, and it consists of 8 questions. The first three questions in the second section seek to elicit information on the type of electronic device which students use for study purposes, on whether or not they use dictionaries to learn English vocabulary, and on their preferred dictionary type. Questions 6, 7 and 8 seek to find out the frequency of students' mobile dictionary use, the type of dictionaries they actually use, and the applications they prefer to use. The last two questions (9 and 10) seek to discover students' views about the goal behind using mobile dictionaries and their role in learning vocabulary.

The questionnaire was administered to second year licence LMD students of English at the Department of English, Mohammed Seddik Ben Yahia University, Jijel. It was distributed on May 26th at the beginning of the Oral Expression session with the presence of the teacher, and it was handed back at the end of the same session. The students were cooperative and showed interest in responding to the questionnaire questions, with the support of the researchers.

### **2.1.4. Description and Administration of the Vocabulary Test**

A vocabulary test was also used to conduct this current research ; it is used to complete the results acquired from the students' questionnaire. This vocabulary test was adapted from McLean, S., & Kramer, B. (2015): The creation of a New Vocabulary Levels Test. *Shiken*, 19(2), 1-11 (Version 4.5).

We arranged the vocabulary test in order to determine the participants' vocabulary level. The original test is long (see appendix 2), so we have adapted a new version of it following two criteria: first, we kept the first question of each part as it is, then we skipped the two following questions; the same procedure was followed with all parts.

The adapted vocabulary test consists of six parts; each part consists of eight questions. Except for the last part (part 6), which consists of ten questions and marks out of ten (10) points, each section is marked out of eight (8) points. The test was corrected by both the researchers. The test is easily scored, giving one point for each correct answer. The points are aggregated to give a whole mark out of fifty (50) points. The students who managed to score above thirty (30) were considered as having sufficient vocabulary; however, a score of less than thirty (30) indicates that the student still needs to learn more vocabulary.

The test was administered with the questionnaire to second year LMD students of English at the Department of English Mohammed Seddik Ben Yahia University. It was distributed on May 26<sup>th</sup>, 2022, at the beginning of the session with the presence of the teacher, and it was handed back at the end of the same session. The copies of both the questionnaire and the test that were handed to the participants were coded using the same number on each copy of both, so that it would be possible to make the match and the relationship between each student's responses to the questionnaire and his/her performance in the vocabulary test, and accordingly, be able to see whether or not those who frequently used mobile dictionaries were able to get a high score in the test. Put differently, this was purposefully done in order to be able to establish the relationship between the frequency of mobile dictionary use and students' vocabulary level.

## 2.2. Analysis of the Results

### 2.2.1. Analysis of the Questionnaire Results

**Q1: How long have you been studying English as a foreign language?**

**Table 1: Students Study Experience**

<b>Options</b>	<b>N</b>	<b>%</b>
1-5	15	28
5-10	33	62
10-15	04	08
15-20	01	02
<b>Total</b>	<b>53</b>	<b>100</b>

The aim behind asking such a question was to know about the time students have spent in learning English. As it is shown in the Table 1, the majority of students 62% declared that they have been studying English as a foreign language from 5 to 10 years, while 28% of them have been studying it from 1 to 5 years. Another group of students affirmed 8% that they have been studying English as a foreign language from 10 to 15 years. Only a few of them 2% have been studying it from 15 to 20 years. These findings prove that most students are still on their way to learning English and still need to use dictionaries in their studies.

**Q2: How would you estimate your overall vocabulary level?**

**Table 2: Students' Estimation of their Vocabulary Level**

<b>Options</b>	<b>N</b>	<b>%</b>
a-Excellent	03	06
b-Very good	09	17
c-Good	35	66
d-Weak	06	11
<b>Total</b>	<b>53</b>	<b>100</b>

The aim of this question is to know how students rate their vocabulary level. As it is indicated in the Table 2, the majority of students 66% confirmed that their overall vocabulary level is good. Another group of students 6% affirmed that they had an excellent level, and 17% of them thought it was very good. Only 11% of them think it is weak. This points to the reality that the students have a limited vocabulary repertoire, and they still need to work on developing their vocabulary level.

**Q3: Which electronic device do you use for study purposes?**

**Table 3: Types of Students' Used Electronic Devices**

<b>Options</b>	<b>N</b>	<b>%</b>
a-Smart phone	42	79
b-Personal computer	10	19
c-Tablet	01	02
<b>Total</b>	<b>53</b>	<b>100</b>

This question was posed in order to know about the electronic device students use for study purposes. The results shown in Table 3 suggest that the majority of students 79% use a smartphone for study purposes. 19% of them use a personal computer, while only 2% of them use a tablet. This evokes the fact that the majority of students use smartphones as a common electronic device for study purposes.

**Q4: Do you use dictionaries in order to learn vocabulary words in English?**

**Table 4: Students' Use of Dictionaries in Learning English Vocabulary**

<b>Options</b>	<b>N</b>	<b>%</b>
a-Yes	47	89
b-No	06	11
<b>Total</b>	<b>53</b>	<b>100</b>

This question was addressed to see whether or not students actually used dictionaries for learning vocabulary. Table 04 shows that the majority of students 89% use dictionaries in order to learn words in English. However, only a minority 11% do not use them. This may point to the possibility that most students are aware of the importance of dictionaries in learning vocabulary and that they may hold positive attitudes towards their centrality to learning English vocabulary.

**Q5: Which type of dictionaries do you prefer to use when learning English vocabulary?**

**Table 5: Students' Preferred Dictionary Type**

<b>Options</b>	<b>N</b>	<b>%</b>
a-Printed dictionaries	08	15
b-Mobile dictionaries	35	66
c-Online dictionaries	10	19
<b>Total</b>	<b>53</b>	<b>100</b>

The aim of this question is to know about the type of dictionaries students prefer to use in order to learn vocabulary. Table (05) indicates that 66% of students preferred to use mobile dictionaries when they learn English vocabulary. 19% of them prefer to use online dictionaries, while 15% of them prefer printed dictionaries. This proves that mobile dictionaries are the most preferred type of dictionary for students when learning English vocabulary, and it indicates that printed dictionaries have come to be less commonly used if compared to mobile dictionaries, which have replaced traditional ones as they are easy to use. The students do not all resort to online dictionaries as these require internet connection, which is not all the time accessible for students, especially in study sites.

The students justified their answers as follows:



-Mobile dictionaries are easy and rapid to use and get the meaning of words

-Mobile dictionaries are helpful and professional.

- Time and place availability.

**Q6: How often do you use mobile dictionaries in order to learn vocabulary?**

**Table 6: Students' Frequency of Mobile Dictionaries Use in Learning Vocabulary**

<b>Options</b>	<b>N</b>	<b>%</b>
a-Always	14	27
b-Usually	15	28
c-Often	16	30
d-Rarely	08	15
<b>Total</b>	<b>53</b>	<b>100</b>

The aim of this question is to know how frequently students use mobile dictionaries in learning vocabulary. As it is demonstrated in Table 6, 30% of students claim that they often used mobile dictionaries in order to learn vocabulary. 28% of them use them usually, and 27% of them use mobile dictionaries always. Only 15% of the students rarely use them, and those are the students who depend on printed dictionaries. This explains that mobile dictionaries are frequently used by the students, and that these may be considered as a recognizable source in enhancing students' learning vocabulary.

**Q7: What kind of mobile dictionaries do you use when checking words?**

**Table7: Type of Mobile Dictionary Students Use**

<b>Options</b>	<b>N</b>	<b>%</b>
a-Bilingual dictionaries	14	26
b-Monolingual dictionaries	11	21
c-Both	28	53
<b>Total</b>	<b>53</b>	<b>100</b>

The aim of this question is to know what type of mobile dictionaries students use when they check vocabulary words. According to the results that are presented in Table 7, 53% of the students use both bilingual dictionaries (English-Arabic/ English-French) and monolingual dictionaries (English-English) when checking vocabulary words. A percentage of 26% of them use bilingual dictionaries, and 21% of them use monolingual dictionaries. This means that most students are familiar with the use of mobile dictionaries, be they bilingual or monolingual dictionaries.

**Q8: Which of these mobile dictionary applications do you mostly use?**

**Table 8: Students' Commonly Used Mobile Dictionary Application**

<b>Options</b>	<b>N</b>	<b>%</b>
a-Oxford dictionary app	20	38
b-Merriam-Webster app	04	07
c-Dictionary.com	00	00
d-English dictionary offline app	11	21
e-Google translate app	18	34
<b>Total</b>	<b>53</b>	<b>100</b>

The aim behind asking such a question was to identify the specific dictionary application(s) students mostly use. The results demonstrated in the Table 8 show that the majority of students 38% prefer to use the Oxford Dictionary application while learning vocabulary, while 34% of them declared that they use Google Translate. 21% of the respondents prefer to use English Dictionary Offline to learn vocabulary. The rest of them 7% claimed that they use Merriam -Webster as the electronic device to learn more words. However, it is noticed that there is no student 0% who preferred to use Dictionary.com. These findings confirm that the informants really use mobile dictionaries, and that Oxford Dictionary app is the most commonly used application among students.

**Q9: What is your aim behind using mobile dictionaries when learning vocabulary?**

**Table 9: Aim of Mobile Dictionaries Use**

<b>Options</b>	<b>N</b>	<b>%</b>
a-To check synonyms and opposites	09	17
b-To know the meaning of words	28	53
c-To check the correct spelling of words	07	13
d-To learn new words	05	09
e-To learn correct pronunciation of words	04	08
f-Others	00	00
<b>Total</b>	<b>53</b>	<b>100</b>

This question was asked to determine students' aims from using mobile dictionaries. More than half of students 53% stated that they used mobile dictionaries to know the meaning of words. A percentage of 17% of them indicated that they used them to check synonyms and opposites of words, and a limited number of students 13% declared that their main goal behind the use of mobile dictionaries was to check the correct spelling of words. 9% of students declared that they use mobile dictionaries to learn new words, and only 8% of them used them in order to learn the correct pronunciation of words. However, none of them 0% suggested any other goal behind using mobile dictionaries when learning vocabulary. The

results translate students' actual use of mobile dictionaries in for vocabulary study ends. Such findings also suggest that the main goal behind students' use of mobile dictionaries varies from one student to another, according to his/her learning needs. Still, the results confirm the utility of mobile dictionaries for students.

**Q10: As a foreign language learner, to what extent do you think mobile dictionaries help you develop your English vocabulary?**

**Table 10: The Significance of Mobile Dictionaries in Developing English Vocabulary**

<b>Options</b>	<b>N</b>	<b>%</b>
a-To a large extent	27	51
b-To some extent	24	45
c-Not at all	02	04
<b>Total</b>	<b>53</b>	<b>100</b>

The aim of this question is to determine students' views on the extent to which mobile dictionaries may help them to develop their English vocabulary. Table 10 shows that the majority of students 51% viewed mobile dictionaries as helping them, to a large extent, develop their English vocabulary. A percentage of 45% of them claimed this was to some extent true, while only 4% of students opted for not at all. These results confirm students' beliefs that mobile dictionaries have a significant role in developing their vocabulary levels to a large extent. Students' justifications are summarized in the following:

- The more they use dictionaries, the better they understand and learn English vocabulary.
- It helps them in many ways: pronunciation, correct spelling, synonyms, definition and antonyms.
- Time and place availability.
- It is rapid and easy to use mobile dictionaries.

However, 25 students out of 53 didn't justify their answers.

### **2.2.2. Discussion of the Students Questionnaire Results**

The results of the questionnaire revealed that the majority of students have been studying English as a foreign language from 5 to 10 years, and most of them have a good vocabulary level. They are, still, inexperienced EFL students who need to use dictionaries in their studies.

The results of the questionnaire that most students used smartphones in general, and the majority of them used mobile dictionary applications installed on their mobile devices in particular. Moreover, the majority of students claimed that they used mobile dictionaries to know the meaning of words. This may explain their awareness of the importance and significance of dictionaries in learning vocabulary, and their positive attitude towards the centrality of mobile dictionaries use in learning and developing their English vocabulary. Concerning the type of dictionary applications, the Oxford Dictionary application was identified as the most used dictionary application among second year license EFL students. Additionally, the majority of students frequently used mobile dictionaries; more specifically, they declared using both bilingual and monolingual dictionaries. Finally, the findings showed that a great proportion of our sample agreed that mobile dictionaries helped them to develop their English vocabulary to a large extent.

The analysis of the students' questionnaire findings provided the answer to the first and second research questions:

1. What attitudes do second year licence EFL students hold towards mobile dictionaries?
2. Do second year EFL students actually use mobile dictionaries to learn vocabulary?

In this present study, the majority of students (89%) tend to use mobile dictionaries to learn vocabulary words in English. This result goes along with Barham (2017) results. The findings of his study showed that students had great and exciting experience in using the mobile dictionary in learning new vocabularies. Therefore, they have positive attitudes and perceptions towards mobile dictionary use.

### **2.2.3. Analysis and Interpretation of the Vocabulary Test Results**

**Table 11: Students' Vocabulary Test Scores**

<b>Vocabulary Test Scores</b>	<b>Number of Students</b>
0 -29 points	15
30-50 points	38

Table 11 summarizes the vocabulary test scores of the 53 students who filled out the questionnaire and participated in the study. As it is indicated in Table 11., the majority of students (38) got marks from 30-50, whereas only 15 of them got marks from 0-29. These results confirm that students who used mobile dictionaries always and usually get better marks than those who used it often and rarely.

**Table 12: Frequency of Students' Mobile Dictionary Use and Vocabulary Test Scores**

Students	Frequency of Students' Dictionary Use				Score /50
	Always	Usually	often	Rarely	
1	√				48
2	√				42
3			√		27
4	√				42
5			√		31
6				√	15
7			√		35
8		√			30
9				√	11
10		√			39
11	√				44
12				√	14
13	√				46
14			√		29
15	√				49
16		√			30
17				√	09
18		√			43
19			√		21
20			√		28



21		√			30
22			√		20
23	√				45
24		√			40
25			√		17
26		√			36
27	√				47
28		√			37
29			√		22
30	√				50
31		√			31
32		√			42
33	√				47
34			√		27
35			√		34
36		√			42
37		√			37
38		√			33
39	√				43
40	√				46
41		√			43
42		√			44
43	√				48
44		√			38

45	√				45
46			√		29
47		√			45
48		√			40
49		√			40
50			√		32
51			√		17
52				√	07
53			√		29

Table 12 summarizes the participant students' frequency of mobile dictionary use and their vocabulary test performances. As shown above, the majority of students who always used mobile dictionaries got excellent marks, ranging from 44 to 50, and those who used them usually got good marks, ranging from 31 to 42. However, students who often used mobile dictionaries got average marks, ranging from 28 to 31, and only those who used dictionaries rarely got weak marks, ranging from 7 to 22. These findings suggest that the students who used mobile dictionaries always, usually, and often got better marks than those who used them rarely; and this indicates the possible existing relationship between the frequency of mobile dictionary use and students' vocabulary level. Accordingly, the role of mobile dictionaries in enhancing students' learning vocabulary stands to be very noticeable

The analysis of the vocabulary test results provided the answer to the third and fourth research questions. In the present study, the majority of students (38) scored thirty or more out of fifty in the vocabulary level test. This result means that the majority of students have a good and sufficient vocabulary level. Moreover, those who frequently used mobile dictionaries got better results than those who did not use them.

#### **2.2.4. General Discussion of the Findings**

In light of the results obtained from questionnaire administered to the students, we can say that the majority of students used mobile dictionaries in order to learn words in English. Most of them preferred to use such a type of dictionary, rather than printed and online dictionaries given its practicality, accessibility and availability.

The findings also evoked the students' preferences for the Oxford Dictionary application to other existing applications. Moreover, most of them preferred to use both bilingual and monolingual dictionaries for checking words' meanings. Furthermore, a considerable proportion of the participants positively viewed mobile dictionaries in developing their English vocabulary to a large extent.

The results obtained from the vocabulary test administered to the students have come to greatly contribute to confirming the research hypothesis. In other words, the majority of the students who used mobile dictionaries always, usually, or often got better marks than those who rarely used them. Interestingly, this evokes the role of such a type of dictionaries in enhancing students' vocabulary abilities.

More importantly, the results have come to confirm the aforementioned idea in the theoretical chapter. As Rodriguez and Sadoski (2000) found, vocabulary acquisition is critical for successful second language and foreign language use and plays an important role in speaking and writing complete texts. In addition to that, Aslan (2016, p.2) confirmed that mobile dictionaries are considered as worthy tools that have an important and essential role in the efficiency of learning because of its motivational nature.

#### **Limitations of the Study**

Mobile dictionaries users can achieve significantly better results in vocabulary tests than those who don't have access to this type of dictionaries. However, it is important to mention that the present study has some limitations.

Concerning the design of the study, it would be better if we had conducted an experiment, in order to test the efficacy of implementing mobile dictionaries in the Oral Expression classes. However, due to the current study circumstances, doing that was impossible, so we resorted to conducting a descriptive investigation and attempted to determine vocabulary level of the different types of mobile dictionary users.

Concerning the theoretical part of this study, the inaccessibility of authentic materials, such as books, was the main barrier that prevented us from collecting important background information.

### **Suggestions for Further Research**

For further research, we suggest the following:

- Future experimental studies on the effect of mobile dictionaries on vocabulary learning need to be done in order to get more reliable and valid results.
- A descriptive study about students and teachers difficulties in implementing mobile dictionaries to promote vocabulary learning is also desirable.
- More focused studies on the effect of dictionary type on vocabulary size and type are highly recommended.
- A comparative study on the role of mobile dictionaries and printed dictionaries in enhancing vocabulary learning would also be likely to bring important insights into the efficacy of each.

### **Pedagogical Recommendations**

With relevance to the research aims and the analyses of the results of the study, the following recommendations for enhancing EFL students' vocabulary learning can be advanced.

**For students:**

- EFL students should consider mobile dictionaries as one of the most important means for develop vocabulary learning and should use them frequently.
- EFL students should be selective and thoughtful about how to effectively use mobile dictionary applications to take advantage of all existing features.
- Students are recommended to devote much time, effort, and expertise to developing their vocabulary level.

**For teachers:**

- Teachers are recommended to constantly advise and motivate their second year EFL students to use mobile dictionary applications for study purposes, especially to develop their vocabulary level.
- There are many mobile dictionary applications that have different interfaces and different features that learners may ignore. As a result, teachers should take some responsibility and provide a guided training on how to use mobile dictionaries.
- Teachers should involve students in assessing their vocabulary through using mobile dictionary applications.

**Conclusion**

This chapter presented the practical side of the dissertation. It covered the methodological design of the study and the analysis of both the students' questionnaire and vocabulary test. The results obtained from collected data revealed that mobile dictionaries play an important role in developing students' vocabulary learning. Furthermore, almost all students found mobile dictionaries as a helpful tool in facilitating their vocabulary learning, as they enabled them to get the meaning of difficult words easily and rapidly.

## **General Conclusion**

The present research is carried out for the purpose of exploring the role of mobile dictionaries in enhancing students' vocabulary level. This study covers two main parts. The first one involves the theoretical chapter, which shows the fundamentals of learning vocabulary and mobile dictionaries use, while the second side presents the field work. Theoretically, the first section is devoted to reviewing fundamentals of vocabulary learning in EFL. It discusses the definition of vocabulary, its types, its importance, aspects of knowing words, the use of mobile dictionaries and vocabulary learning, and the overall vocabulary level, while the second section is concerned with mobile dictionaries in EFL context; it provides an overview of technology and education, and mobile assisted language learning (MALL), the definition of mobile learning and dictionaries, their types, the characteristics of mobile dictionaries, the best dictionary applications for English learners, in addition to the role of mobile dictionaries in enhancing students' vocabulary learning.

In order to achieve the aims of the study, quantitative methods have been adopted through two different tools: a questionnaire for students and a vocabulary test. The questionnaire and vocabulary test was administered to 53 second year LMD students at the Department of English, Mohammed Seddik Ben yahia, Jijel. The analysis and interpretation of the results are presented in the second chapter. It can be concluded that mobile dictionaries play an important role in developing students' vocabulary learning. The results have, then, come to answer the research questions and to confirm the suggested hypothesis of the study.

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## **Résumé**

La présente étude tente d'explorer le rôle des dictionnaires mobiles dans l'amélioration du niveau de vocabulaire des étudiants de deuxième année de licence LMD. Elle vise également à savoir si les élèves utilisent ou non des dictionnaires mobiles pour apprendre du vocabulaire et la fréquence d'une telle pratique. En conséquence, l'étude vise également à déterminer le niveau de vocabulaire des élèves et la relation entre la fréquence d'utilisation du dictionnaire mobile et le niveau de vocabulaire. La présente étude est dirigée par l'hypothèse selon laquelle les étudiants de deuxième année de licence qui utilisent fréquemment des dictionnaires mobiles obtiendront de meilleurs résultats et développeront davantage leur niveau de vocabulaire que ceux qui ne les utilisent pas. À cette fin, et en fonction de ces objectifs et des questions de recherche, une conception descriptive de la recherche a été adoptée et des outils quantitatifs ont été mis en œuvre. Un questionnaire structuré et un test de vocabulaire ont été utilisés pour recueillir les données nécessaires. Le questionnaire a été adressé à soixante (60) des deux cent cinquante (250) étudiants de deuxième année de licence LMD au département d'anglais, université Mohammed Seddik Ben yahia, Jijel. Un test de niveau de vocabulaire a été adapté et utilisé dans l'étude. Les résultats du questionnaire et du test sont venus confirmer l'hypothèse. Les résultats de la présente étude révèlent que les dictionnaires mobiles peuvent être considérés comme un outil efficace pour l'apprentissage du vocabulaire. Sur la base de ces résultats, quelques recommandations pédagogiques sont proposées pour des résultats plus efficaces et optimaux de l'apprentissage du vocabulaire.

**Mots clés :** dictionnaires mobiles ; apprentissage du vocabulaire; niveau de vocabulaire.

## ملخص:

تحاول الدراسة الحالية استكشاف دور القواميس المتنقلة في تحسين مستوى مفردات طلاب السنة الثانية قسم اللغة الإنجليزية كلغة أجنبية. ويهدف أيضًا إلى معرفة ما إذا كان الطلاب يستخدمون القواميس المتنقلة أم لا من أجل تعلم المفردات وتكرار مثل هذه الممارسة. وفقًا لذلك، تهدف الدراسة أيضًا إلى تحديد مستوى مفردات الطلاب والمطابقة المحتملة بين تكرار استخدام القاموس المتنقل ومستوى المفردات. الدراسة الحالية موجهة من خلال الفرضية التي تنص على أن طلاب السنة الثانية الذين يدرسون اللغة الإنجليزية كلغة أجنبية والذين يستخدمون القواميس المستندة إلى الأجهزة المحمولة بشكل متكرر سيحققون نتائج أفضل وسيطورون مستوى مفرداتهم أكثر من أولئك الذين لا يستخدمونها. تحقيقًا لهذه الغاية، وفيما يتعلق بهذه الأهداف وأسئلة البحث، تم اعتماد تصميم بحث وصفي باستعمال أدوات كمية. تم استخدام كل من الاستبيان المنظم واختبار المفردات لجمع البيانات المطلوبة. تم توجيه الاستبيان إلى ستين (60) طالب من أصل مائتين وخمسين (250) طالباً لطلاب السنة الثانية ليسانس قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى جيجل. تم تكييف اختبار مستوى المفردات واستخدامه في الدراسة. جاءت نتائج كل من الاستبيان والاختبار لتأكيد الفرضية. تكشف نتائج الدراسة الحالية أنه يمكن اعتبار القواميس المتنقلة كأداة فعالة لتعلم المفردات. على أساس هذه النتائج، تم اقتراح بعض التوصيات التربوية للحصول على نتائج أكثر كفاءة وأفضل لتعلم المفردات.

**الكلمات الأساسية:** قواميس متنقلة. تعلم المفردات مستوى المفردات.





## Appendices

### Questionnaire for Students

Dear student,

This questionnaire is part of a research work that aims to explore the role of mobile-based dictionaries in enhancing EFL learners' vocabulary. Please tick (✓) in the appropriate box (es), and give full answers when necessary. Your answers will remain anonymous and confidential and will be used only for research purposes.

Thank you in advance.

#### Section 1: Background Information

**Q1:** How long have you been studying English as a foreign language?

.....

**Q2:** How would you estimate your overall vocabulary level?

a- Excellent

☐  
☐

c- Good

☐  
☐

b- Very good

d- weak

#### Section 2: The Use of Mobile-based Dictionaries in Learning Vocabulary

**Q3:** Which electronic device do you use for study purposes?

a- Smart phone

☐  
☐  
☐

b- Personal computer

c- A tablet

d- Others, please specify. ....

**Q4:** Do you use dictionaries in order to learn vocabulary words in English?

a- Yes

☐  
☐

b- No

**Q5:** Which type of dictionaries do you prefer to use when learning English vocabulary?

a- Printed dictionaries

☐  
☐  
☐

b- Mobile dictionaries

c- Online dictionaries

d- Others. ....

-Please justify your choice. ....

**Q6:** How often do you use mobile dictionaries in order to learn vocabulary?

a- Always

☐  
☐

c- Often

☐  
☐

b- Usually

d- Rarely

**Q7:** What kind of mobile dictionaries do you use when checking vocabulary words?

- a- Bilingual dictionaries (English – Arabic/English--French) ☐
- b- Monolingual dictionaries (English –English) ☐
- c- Both of them ☐

**Q8:** Which of these mobile dictionary applications do you most use?

- a- Oxford dictionary app ☐
- b- Merriam-Webster app ☐
- c- Dictionary-com ☐
- d- English Dictionary offline app ☐
- e- Google translate app ☐
- f- Others, please specify .....

**Q9:** What is your goal behind using mobile dictionaries when learning vocabulary?

- a- To check synonyms and opposites of word ☐
- b- To know the meaning of words ☐
- c- To check the correct spelling of words ☐
- d- To learn new words ☐
- e- To learn correct pronunciation of words ☐
- f- Others, please specify. ....

**Q10:** As a foreign language learner, to what extent do you think mobile dictionaries help you develop your English vocabulary?

- a- To a large extent ☐
- b- To some extent ☐
- c- Not at all ☐

- Please justify. ....

.....

Thank you for your cooperation.

## The New Vocabulary Levels Test

This is a vocabulary test.

Please select the option a, b, c, or d which has the closest meaning to the word in **bold**.

### Example question

**see**: They **saw** it.

- a. cut
- b. waited for
- c. looked at
- d. started

The correct answer is **c**.

If you do not know the word at all, please do not answer the question and continue to the next question.

However, if you think that you may know the word, please try to answer.

Let's begin.

Bilingual versions of this test are also available in Japanese and Chinese. If you are interested in making a version in a different language please feel free to do so, and contact the authors if necessary or required.

Please cite this test as:

McLean, S., & Kramer, B. (2015). The creation of a New Vocabulary Levels Test. *Shiken*, 19(2), 1-11.

1. time: They have a lot of **time**.

- a. money
- b. food
- c. hours
- d. friends

2. stone: She sat on a **stone**.

- a. hard thing
- b. kind of chair
- c. soft thing of the floor
- d. part of a tree

3. poor: We are **poor**.

- a. have no money
- b. happy
- c. very interested
- d. tall

4. drive: She **drives** fast.

- a. swims
- b. learns
- c. throws balls
- d. uses a car

5. jump: She tried to **jump**.

- a. lie on top of the water
- b. get up off the ground
- c. stop the car on the road
- d. move very fast

6. shoe: Where is your other **shoe**?

- a. the person who looks after you
- b. the thing you keep your money in
- c. the thing you use for writing
- d. the thing you wear on your foot

7. test: We have a **test** in the morning.

- a. meeting
- b. travelling somewhere
- c. a set of questions
- d. an idea to do something

8. nothing: He said **nothing** to me.

- a. very bad things
- b. zero
- c. very good things
- d. something

9. cross: Don't **cross**.

- a. go to the other side
- b. push something
- c. eat too fast
- d. wait for something

10. actual: The **actual** one is larger.

- a. real
- b. old
- c. round
- d. other

11. any: Does she have **any** friends?

- a. some
- b. no
- c. good
- d. old

12. far: You have walked **far**!

- a. for a long time
- b. very fast
- c. a long way
- d. to your house

13. game: I like this **game**.

- a. food
- b. story
- c. group of people
- d. way of playing

14. cause: He **caused** the problem.

- a. made
- b. fixed
- c. explained
- d. understood

15. many: I have **many**.

- a. none
- b. enough
- c. a few
- d. a lot

16. where: **Where** did you go?

- a. at what time
- b. for what reason
- c. to what place
- d. in what way

17. school: This is a big **school**.

- a. where money is kept
- b. sea animal
- c. place for learning
- d. where people live

18. grow: All the children **grew**.

- a. drew pictures
- b. spoke
- c. became bigger
- d. cried a lot

19. flower: He gave me a **flower**.

- a. night clothes
- b. small clock
- c. beautiful plant
- d. type of food

20. handle: I can't **handle** it.

- a. open
- b. remember
- c. deal with
- d. believe

21. camp: He is in the **camp**.

- a. sea
- b. place outside where people enjoy nature
- c. hospital
- d. building where people sleep

22. lake: People like the **lake**.

- a. area of water
- b. very young child
- c. leader
- d. quiet place

23. past: It happened in the **past**.

- a. before now
- b. big surprise
- c. night
- d. summer

24. round: It is **round**.

- a. friendly
- b. very big
- c. very quick
- d. with no corners

1. maintain: Can they **maintain** it?

- a. keep it like it is
- b. make it larger
- c. get a better one than it
- d. get it

2. period: It was a difficult **period**.

- a. small set of questions
- b. time
- c. thing to do
- d. book

3. standard: Her **standards** are very high.

- a. the back under her shoes
- b. test scores
- c. cost of something
- d. level of how good she wants things to be

4. basis: This was used as the **basis**.

- a. answer
- b. resting place
- c. next step
- d. main part

5. upset: I am **upset**.

- a. strong
- b. famous
- c. rich
- d. angry

6. drawer: The **drawer** was empty.

- a. box that goes in and out for clothes
- b. place to keep cars
- c. place used to keep things cold
- d. animal house

7. pub: They went to the **pub**.

- a. place where people drink and talk
- b. place that keeps money
- c. large building with many shops
- d. building for swimming

8. circle: Make a **circle**.

- a. rough picture
- b. space with nothing in it
- c. round shape
- d. large hole

9. pro: He's a **pro**.

- a. person who has the job to find important secrets
- b. stupid person
- c. person who writes articles
- d. someone who is very good at doing something and is paid to do it.

10. soldier: He is a **soldier**.

- a. person who works in business
- b. person who studies at school
- c. person who works with wood
- d. person who fights in a war

11. result: They were waiting for the **results**.

- a. right time
- b. questions
- c. money
- d. effects of something

12. resist: They **resisted** it.

- a. made it work again
- b. looked at it twice
- c. thought hard about
- d. acted against

13. lend: She often **lends** her books.

- a. lets people use them
- b. draws inside them
- c. cleans them
- d. writes her name on them

14. refuse: She **refused**.

- a. went back
- b. thought about something
- c. said no
- d. stayed late

15. speech: I enjoyed the **speech**.

- a. type of presentation
- b. very fast run
- c. short piece of music
- d. type of hot food

16. pressure: They used too much **pressure**.

- a. money
- b. time
- c. hard pushing
- d. bad words

17. refer: She **referred** to him.

- a. supported him
- b. let him go first
- c. talked about him
- d. answered him

18. army: They saw the **army**.

- a. black and white animal
- b. place where books are kept
- c. person who lives nearby
- d. people who protect a country

19. knee: Take care of your **knee**.

- a. small child
- b. part of your leg
- c. plan for spending money
- d. something that is yours

20. rope: He found a **rope**.

- a. thick and strong string
- b. something used to make holes
- c. strong box for keeping money
- d. metal tool used to climb up high

21. brand: This is a good **brand**.

- a. dance party
- b. first try
- c. place to wait for others
- d. name of a company

22. seal: They **sealed** it.

- a. fixed it
- b. closed it tightly
- c. looked at it carefully
- d. opened it quickly

23. warn: They were **warned**.

- a. pushed away
- b. welcomed inside
- c. told about bad things
- d. led into war

24. reserve: They have large **reserves**.

- a. things kept to use later
- b. machine for making bread
- c. money from other people
- d. group that runs a company

1. restore: It has been **restored**.
  - a. said again
  - b. given to a different person
  - c. given a lower price
  - d. made like new again
2. compound: They made a new **compound**.
  - a. agreement between two people
  - b. thing made of two or more parts
  - c. group that works together
  - d. guess based on past experience
3. latter: I agree with the **latter**.
  - a. man from the church
  - b. reason given before
  - c. second one of two things
  - d. answer to the spoken question
4. pave: It was **paved**.
  - a. stopped quickly
  - b. divided into many parts
  - c. given gold edges
  - d. covered with a hard surface
5. remedy: We found a good **remedy**.
  - a. way to fix a problem
  - b. place to eat in public
  - c. way to prepare food
  - d. rule about numbers
6. bacterium: They didn't find a single **bacterium**.
  - a. small living thing causing sickness
  - b. plant with red or orange flowers
  - c. animal that carries water on its back
  - d. thing that has been stolen and sold to a shop
7. behavior: Look at her **behavior**!
  - a. people who have come to listen
  - b. the way she acts
  - c. large amount of money
  - d. small land with water around it
8. fuel: Do you have any **fuel**?
  - a. material used to make energy
  - b. a drug that stops pain
  - c. clothing used to keep you warm
  - d. a material put in walls to keep heat inside
9. silk: It's made of **silk**.
  - a. smooth and soft cloth
  - b. hard black wood
  - c. animal fur
  - d. very light metal
10. conceive: Who **conceived** the idea?
  - a. told it to others
  - b. explained it
  - c. thought of it first
  - d. said it was bad
11. legend: It is now a **legend**.
  - a. building for keeping old things
  - b. thing that is always done
  - c. story from the past
  - d. event that happens regularly
12. impose: This was **imposed**.
  - a. completely changed
  - b. in the middle of other things
  - c. made to look like something else
  - d. forced to happen by someone in power
13. solution: There is no **solution**.
  - a. time
  - b. support
  - c. problem
  - d. answer
14. celebrate: We have **celebrated** a lot recently.
  - a. found something for the first time
  - b. seen many new places
  - c. worked very hard
  - d. had a lot of parties
15. independence: He has too much **independence**.
  - a. freedom from outside control
  - b. time by himself
  - c. physical strength
  - d. feeling of being better than others
16. tunnel: We need a **tunnel** here.
  - a. way through or under something
  - b. long piece of wood or metal to hold
  - c. mark on paper to show a short space
  - d. piece of material to cover a window
17. reward: He got a good **reward**.
  - a. things said about him by others
  - b. someone to help him in the house
  - c. money or gift for the things he did
  - d. large group of people to listen to him
18. review: The committee **reviewed** the plan.
  - a. examined it carefully for a decision
  - b. agreed to allow
  - c. made more just like it
  - d. threw it away
19. mode: The **mode** of production has changed.
  - a. type
  - b. speed
  - c. attitude
  - d. amount
20. personnel: I don't like the **personnel** there.
  - a. type of chair that folds
  - b. machine that controls the heat
  - c. people who work there
  - d. person who owns a company
21. competent: She was very **competent**.
  - a. very fast
  - b. made angry easily
  - c. able to do things
  - d. easily hurt
22. devastate: The city was **devastated**.
  - a. made beautiful for a special occasion
  - b. separated from the rest of the world
  - c. suffered great damage
  - d. made dirty by small animals
23. constituent: This is an important **constituent**.
  - a. building
  - b. agreement
  - c. idea
  - d. part
24. weave: She knows how to **weave**.
  - a. make cloth
  - b. join pieces of metal together
  - c. make people think something
  - d. trick people

1. patience: He has a lot of **patience**.
  - a. ability to wait
  - b. free time
  - c. faith in God
  - d. knowledge
2. strap: She broke the **strap**.
  - a. promise
  - b. top
  - c. plate
  - d. belt
3. weep: He **wept**.
  - a. finished school
  - b. cried
  - c. died quickly
  - d. thought deeply
4. haunt: The house is **haunted**.
  - a. full of decorations
  - b. allowed to be used for money
  - c. completely empty
  - d. full of ghosts
5. cube: I need one more **cube**.
  - a. pin
  - b. box
  - c. cup
  - d. postcard
6. peel: Shall I **peel** it?
  - a. let it sit in water for a long time
  - b. take the skin off it
  - c. make it white
  - d. cut it into thin pieces
7. distress: He felt **distressed**.
  - a. unwanted
  - b. satisfied
  - c. unhappy
  - d. energetic
8. depart: She **departed** yesterday.
  - a. went away
  - b. said no
  - c. went down a hill
  - d. got worse
9. romance: They had a short **romance**.
  - a. difference of opinion
  - b. holiday away from home
  - c. serious discussion
  - d. love relationship
10. ambition: He has no **ambition**.
  - a. strong desire to do well
  - b. ability to understand people's feelings
  - c. ability to make new things
  - d. enjoyment of life
11. dash: They **dashed** over it.
  - a. ran quickly
  - b. walked slowly
  - c. fought bravely
  - d. looked quickly
12. drown: People have **drowned** here.
  - a. eaten outside
  - b. died in water
  - c. dug a hole
  - d. cut down trees
13. originate: It **originated** here.
  - a. grew very well
  - b. changed shape
  - c. remained
  - d. first started
14. leaf: He touched the **leaf**.
  - a. part of a plant
  - b. soft shoe
  - c. top of a bottle
  - d. glass window
15. amateur: She is an **amateur** player.
  - a. someone who plays for fun, not money
  - b. player who replaces other hurt players
  - c. player representing her country
  - d. ball-sports player
16. evacuate: They were **evacuated**.
  - a. moved to another place for safety
  - b. searched for guns or knives
  - c. frightened suddenly
  - d. made to look like criminals
17. exert: Don't **exert** yourself!
  - a. praise too much
  - b. hurt yourself
  - c. work too hard
  - d. give yourself everything you want
18. marble: It was made of **marble**.
  - a. hard stone
  - b. hard wood
  - c. soft metal
  - d. soft cloth
19. diminish: It has **diminished**.
  - a. become dark
  - b. become less in size
  - c. become cloudy
  - d. grown colder
20. sheriff: The **sheriff** was friendly.
  - a. pilot
  - b. housekeeper
  - c. policeman
  - d. teacher
21. monarch: They saw the **monarch**.
  - a. army group
  - b. gate
  - c. king or queen
  - d. criminal
22. plunge: It **plunged**.
  - a. danced around
  - b. was made quiet
  - c. dropped suddenly
  - d. stayed still
23. mourn: They **mourned** for several years.
  - a. performed on the street
  - b. felt very sad
  - c. worked hard
  - d. used their money carefully
24. fragile: These things are very **fragile**.
  - a. special
  - b. hard to find
  - c. popular
  - d. easily broken

1. scrub: He is **scrubbing** it.

- a. cleaning
- b. repairing
- c. worrying about
- d. drawing pictures

2. dinosaur: The children were pretending to be **dinosaurs**.

- a. people who look for gold
- b. small people that fly
- c. animals that make fire
- d. animals that lived a long time ago

3. nun: We saw a **nun**.

- a. small worm
- b. big accident
- c. woman who serves her religion
- d. strange light in the sky

4. compost: We need some **compost**.

- a. strong support
- b. mental help
- c. strong material that is used for building
- d. soil used to help the garden

5. miniature: It is a **miniature**.

- a. small version of something
- b. brick house
- c. very small living creature
- d. detailed plan for a building

6. crab: Do you like **crabs**?

- a. small sea animals
- b. hard thin salty bread
- c. original copy of a piece of music
- d. insect which sings and jumps

7. vocabulary: You will need more **vocabulary**.

- a. words
- b. skills
- c. money
- d. guns

8. corpse: The **corpse** was found in the park.

- a. large and deep cup
- b. mobile phone
- c. artist's hat
- d. dead body

9. rove: He is **roving**.

- a. getting drunk
- b. traveling around
- c. making a musical sound with his lips
- d. working hard using his body

10. divert: The rivers were **diverted**.

- a. made to move in a different way
- b. given bridges
- c. made very dirty
- d. made wider and deeper

11. trench: They looked at the **trench**.

- a. mountain
- b. long hole
- c. pile of trash
- d. beautiful sight

12. technician: She is a **technician**.

- a. man with magical abilities
- b. person who works with and fixes machines
- c. doctor who cares for young children
- d. person who is good at music

13. query: I have a **query**.

- a. headache
- b. large amount of money
- c. question
- d. good idea

14. mug: This **mug** needs a wash.

- a. big cup
- b. old car you like
- c. clothes worn under other clothes
- d. area in front of the door where rain and wind cannot reach

15. static: It's **static** at the moment.

- a. not popular
- b. demanded by law
- c. often said
- d. not moving or changing

16. slaughter: We read about the **slaughter** in the paper.

- a. problem
- b. scientific research
- c. killing
- d. sports event

17. spider: We caught the **spider**.

- a. disease that gives red spots
- b. small animal with eight legs
- c. small public bus
- d. oily fish

18. circus: We went to the **circus**.

- a. place for people who love God
- b. traveling company of entertainers
- c. place where people run races
- d. music group

19. sofa: He bought a **sofa**.

- a. soft seat for two or more people
- b. cutting machine
- c. long pipe for putting water on the garden
- d. a small car with four wheels that a baby can ride in while someone pushes it

20. logo: They have a pretty **logo**.

- a. tree with red fruit
- b. reception
- c. picture or word that represents a company
- d. a holiday home

21. commemorate: We must **commemorate** his actions.

- a. remember something or someone
- b. pretend to agree with something
- c. protest against something
- d. say good things about him

22. crook: They were **crooks**.

- a. people who are not honest
- b. people who work at hospitals
- c. people who cannot walk
- d. people who design buildings

23. volt: How many **volts** were used?

- a. large envelope for business letters
- b. something used to add flavor to food
- c. units measuring electrical power
- d. material that attracts other metals

24. warfare: Modern **warfare** is frightening.

- a. crime
- b. dancing
- c. fighting
- d. pollution



1. concept: This is a difficult **concept**.
  - a. legal agreement
  - b. idea about what something is
  - c. way of doing things
  - d. a written explanation of a law
2. similar: These articles are **similar**.
  - a. about a certain thing
  - b. of great quality
  - c. easy to understand
  - d. close to the same
3. item: The next **item** is very important.
  - a. thing on a list
  - b. question sheet
  - c. meeting of people
  - d. way something looks
4. component: Each **component** is very important.
  - a. set of ideas which support something
  - b. flat part that sits on top of another
  - c. small part of something bigger
  - d. the person you work with
5. compensate: The government should **compensate** the farmers.
  - a. give something good to balance something bad
  - b. stop them from joining a group
  - c. find where they are
  - d. bring them together
6. professional: She wants to be a **professional** musician.
  - a. someone who stays at home
  - b. someone who gets paid to play
  - c. someone on a list
  - d. someone known by many people
7. external: They worried about the **external** damage.
  - a. not known
  - b. outside
  - c. based on facts
  - d. following
8. clause: Please fix that **clause**.
  - a. part of a sentence
  - b. something you are trying to do
  - c. large picture
  - d. small object
9. migrate: The animals began to **migrate**.
  - a. work together
  - b. move together to a different place
  - c. come together as a group
  - d. change together
10. priority: That is our **priority**.
  - a. deal between two people
  - b. most important thing
  - c. something that has been printed
  - d. person who comes next
11. reverse: Try it in **reverse**.
  - a. the other direction
  - b. the way things are arranged
  - c. with the correct sound
  - d. at the correct time
12. arbitrary: Her decision was **arbitrary**.
  - a. not chosen for a reason
  - b. necessary for success
  - c. not able to be changed
  - d. good enough for a purpose
13. mutual: The feeling was **mutual**.
  - a. easy to understand
  - b. fully developed
  - c. the same between two people
  - d. kept under control
14. alternative: Is there an **alternative**?
  - a. another choice
  - b. thing to do
  - c. something to say
  - d. activity with many people
15. colleague: That is my **colleague**.
  - a. something that people talk about
  - b. plan of things to do
  - c. person you work with
  - d. piece of writing
16. legal: Is this meeting place **legal**?
  - a. based on the law
  - b. free to be used
  - c. easy to see
  - d. important to someone
17. site: He looked for a better **site**.
  - a. basic part of something
  - b. opinion about the price
  - c. place where something is
  - d. something brought from another country
18. institute: We must **institute** new changes.
  - a. get with effort
  - b. control with laws
  - c. begin or create
  - d. search for
19. retain: How will the club **retain** its members?
  - a. mix them together
  - b. help them develop
  - c. help them work together
  - d. keep them
20. phase: This is one **phase** of the new system.
  - a. list of things in a special order
  - b. short part of a process
  - c. range of levels
  - d. rule that controls what something is
21. pursue: This year she will **pursue** the group's goals.
  - a. try to get
  - b. change
  - c. check over time
  - d. make easier
22. recover: The men **recovered** their strength.
  - a. showed other people
  - b. used for a reason
  - c. said that they know
  - d. got back

23. diverse: Having **diverse** information is important.

- a. with no mistakes
- b. very small amount
- c. able to be changed
- d. having different types

24. hierarchy: This **hierarchy** is very common.

- a. set of ideas a group has
- b. group with people at different levels
- c. dangerous material
- d. popular way of dressing

25. distort: The image is **distorted**.

- a. having more than one meaning
- b. exactly the same as something else
- c. has a badly changed shape
- d. from recent times

26. accumulate: He **accumulated** many friends.

- a. understood the value
- b. got more and more
- c. said good things about
- d. became the same as

27. abandon: He **abandoned** the project.

- a. used it for his own gain
- b. controlled in a clever way
- c. stopped working on it
- d. made it as small as possible

28. rigid: These rules are **rigid**.

- a. how good something is
- b. happening at the same time
- c. continuing for a limited time
- d. not able to be changed

29. notwithstanding:

**Notwithstanding** John's feelings, Allison went to France.

- a. without knowing
- b. giving back in the same way
- c. because of
- d. not being stopped by

30. perspective: You have a good **perspective**.

- a. events that happen again and again
- b. way of seeing things
- c. group of people you know
- d. how other people see you

## Vocabulary Test

Please **select** the option a, b, c, or d which has the **closest** meaning to the word in bold.  
If you do not know the word at all, please do not answer the question and continue to the next question. However, if you think that you may know the word, please try to answer.

### NVLT Part 1

- 1- **Time**: they have a lot of **time**
  - a- Money
  - b- Food
  - c- Hours
  - d- Friends
- 2- **Drive**: she **drives** fast
  - a- Swims
  - b- Learns
  - c- Throws balls
  - d- Uses a car
- 3- **Test**: we have a **test** in the morning
  - a- Meeting
  - b- Travelling somewhere
  - c- A set of questions
  - d- An idea to do something
- 4- **Actual**: the **actual** one is large
  - a- Real
  - b- Old
  - c- Round
  - d- Other
- 5- **Game**: I like this **game**
  - a- Food
  - b- Story
  - c- Group of people
  - d- Way of playing
- 6- **Where**: **where** did you go?
  - a- At what time
  - b- For what reason
  - c- To what place
  - d- In what way
- 7- **Flower**: he gave me a **flower**
  - a- Night clothes
  - b- Small chock
  - c- Beautiful plant
  - d- Type of food
- 8- **Lake**: people like the **lake**
  - a- Area of water
  - b- Very young child
  - c- Leader
  - d- Quiet place

### NVLT Part 2

- 1- **Maintain**: can they **maintain** it?
  - a- Keep like it is
  - b- Make it larger
  - c- Get a better one than it
  - d- Get it
- 2- **Basis**: this was used as the **basis**
  - a- Answer
  - b- Resting place
  - c- Next step
  - d- Main part
- 3- **Pub**: they went to the **pub**
  - a- Place where people drink and talk
  - b- Place that keeps money
  - c- Large building with many shops
  - d- Building for swimming
- 4- **Soldier**: he is a **soldier**
  - a- Person who works in business
  - b- Person who studies at school
  - c- Person who works with wood
  - d- Person who fights in a war
- 5- **Lend**: she often **lends** her books
  - a- Lets people use them
  - b- Draws inside them
  - c- Cleans them
  - d- Writes her name on them
- 6- **Pressure**: they used too much **pressure**
  - a- Money
  - b- Time
  - c- Hard pushing
  - d- Bad words
- 7- **Knee**: take care of your **knee**
  - a- Small child
  - b- Part of your leg
  - c- Plan for spending money
  - d- Something that is yours
- 8- **Seal**: they **sealed** it
  - a- Fixed it
  - b- Closed it tightly
  - c- Looked at it carefully
  - d- Opened it quickly

### NVL T Part 3

- |   |  |
|---|--|
| <p>1- <b>Restore:</b> it has been <b>restored</b></p> <ul style="list-style-type: none"> <li>a- Said again</li> <li>b- Given to a different person</li> <li>c- Given a lower price</li> <li>d- Made like new again</li> </ul> <p>2- <b>Pave:</b> it was <b>paved</b></p> <ul style="list-style-type: none"> <li>a- Stopped quickly</li> <li>b- Divided into many parts</li> <li>c- Given gold edges</li> <li>d- Covered with a hard surface</li> </ul> <p>3- <b>Behavior:</b> look at her <b>behavior</b></p> <ul style="list-style-type: none"> <li>a- People who have come to listen</li> <li>b- The way she acts</li> <li>c- Large amount of money</li> <li>d- Small land with water around it</li> </ul> <p>4- <b>Conceive:</b> who <b>conceive</b> the idea?</p> <ul style="list-style-type: none"> <li>a- Told it to others</li> <li>b- Explained it</li> <li>c- Thought of it first</li> <li>d- Said it was bad</li> </ul> | <p>5- <b>Solution:</b> there is no <b>solution</b></p> <ul style="list-style-type: none"> <li>a- Time</li> <li>b- Support</li> <li>c- Problem</li> <li>d- Answer</li> </ul> <p>6- <b>Tunnel:</b> we need a <b>tunnel</b> here</p> <ul style="list-style-type: none"> <li>a- Way through or under something</li> <li>b- Long piece of wood or metal to hold</li> <li>c- Mark on paper to show a short space</li> <li>d- Piece of material to cover a window</li> </ul> <p>7- <b>Mode:</b> the <b>mode</b> of production has changed</p> <ul style="list-style-type: none"> <li>a- Type</li> <li>b- Speed</li> <li>c- Attitude</li> <li>d- Amount</li> </ul> <p>8- <b>Devastate:</b> the city was <b>devastated</b></p> <ul style="list-style-type: none"> <li>a- Made beautiful for special occasion</li> <li>b- Separated from the rest of the world</li> <li>c- Suffered great damage</li> <li>d- Made dirty by small animal</li> </ul> |
|---|--|

### NVL T Part 4

- |   |  |
|---|--|
| <p>1- <b>Patience:</b> he has a lot of <b>patience</b></p> <ul style="list-style-type: none"> <li>a- Ability to wait</li> <li>b- Free time</li> <li>c- Faith in God</li> <li>d- Knowledge</li> </ul> <p>2- <b>Haunt:</b> the house is <b>haunted</b></p> <ul style="list-style-type: none"> <li>a- Full of decorations</li> <li>b- Allowed to be used</li> <li>c- Completely empty</li> <li>d- Full of ghosts</li> </ul> <p>3- <b>Distress:</b> he felt <b>distressed</b></p> <ul style="list-style-type: none"> <li>a- Unwanted</li> <li>b- Satisfied</li> <li>c- Unhappy</li> <li>d- Energetic</li> </ul> <p>4- <b>Ambition:</b> he has no <b>ambition</b></p> <ul style="list-style-type: none"> <li>a- Strong desire to do well</li> <li>b- Ability to understand people's feelings</li> <li>c- Ability to make new things</li> <li>d- Enjoyment of life</li> </ul> | <p>5- <b>originate:</b> it <b>originated</b> here</p> <ul style="list-style-type: none"> <li>a- Grew very well</li> <li>b- Changed shape</li> <li>c- Remained</li> <li>d- First started</li> </ul> <p>6- <b>Evacuate:</b> they were evacuated</p> <ul style="list-style-type: none"> <li>a- Moved to another place for safety</li> <li>b- Searched for guns or knives</li> <li>c- Frightened suddenly</li> <li>d- Made to look like criminals</li> </ul> <p>7- <b>Diminish:</b> it has diminished</p> <ul style="list-style-type: none"> <li>a- Become dark</li> <li>b- Become less in size</li> <li>c- Become cloudy</li> <li>d- Grown colder</li> </ul> <p>8- <b>Plunge:</b> it <b>plunged</b></p> <ul style="list-style-type: none"> <li>a- Danced around</li> <li>b- Was made quiet</li> <li>c- Dropped suddenly</li> <li>d- Stayed</li> </ul> |
|---|--|
- still

## NVLT Part 5

- 1- **Scrub:** he is **scrubbing** it
  - a- Cleaning
  - b- Repairing
  - c- Worrying about
  - d- Drawing pictures
- 2- **Compost:** we need some **compost**
  - a- Strong support
  - b- Mental help
  - c- Strong materiel that is used for building
  - d- Soil used to help the garden
- 3- **Vocabulary:** you will need more **vocabulary**
  - a- Words
  - b- Skills
  - c- Money
  - d- Guns
- 4- **Divert:** the rivers were **diverted**
  - a- Made to move in a different way
  - b- Given bridges
  - c- Made very dirty
  - d- Made wider and deeper
- 5- **Query:** I have a **query**
  - a- Headache
  - b- Larger amount of money
  - c- Question
  - d- Good idea
- 6- **Slaughter:** we read about the **slaughter** in the paper
  - a- Problem
  - b- Scientific research
  - c- Killing
  - d- Sports event
- 7- **Sofa:** He bought a new **sofa**.
  - a- Soft seat for two or more people
  - b- Cutting machine
  - c- Long pipe for putting water on the garden
  - d- a small car with four wheels that a baby can ride in while someone pushes it
- 8- **Crook:** they were **crooks**.
  - a- people who are not honest
  - b- people who work at hospitals
  - c- people who cannot walk
  - d- people who design buildings

## NVLT Part 6

- 1- **Concept:** this is a difficult **concept**
  - a- Legal agreement
  - b- Idea about what something is
  - c- Way of doing thing
  - d- A written explanation of a law
- 2- **Component:** each **component** is very important
  - a- Set of idea which support something
  - b- Flat part that sits on top of another
  - c- Small part of something bigger
  - d- The person you work with
- 3- **External:** they worried about the **external** damage
  - a- Not known
  - b- Outside
  - c- Based on facts
  - d- Following
- 4- **Priority:** this is our **priority**
  - a- Deal between two people
  - b- Most important thing
  - c- Something that has been printed
  - d- Person who comes next
- 5- **Mutual:** the feeling was **mutual**
  - a- easy to understand
  - b- fully developed
  - c- the same between two people
  - d- kept under control
- 6- **legal:** is this meeting place **legal**
  - a- based on the law
  - b- free to be used
  - c- easy to see
  - d- important to someone
- 7- **retain:** how will the club **retain** its members?
  - a- mix them together
  - b- help them develop
  - c- help them work together
  - d- keep then
- 8- **recover:** the men **recovered** their strength
  - a- showed other people
  - b- used for a reason
  - c- said that they know
  - d- got back

- 9- **distort:** the image is **distorted**
- a- having more than one meaning
  - b- exactly the same as something else
  - c- has a badly changed shape
  - d- from recent times

- 10- **rigid:** these rules are **rigid**
- a- how good something is
  - b- happening at the same time
  - c- continuing for a limited time
  - d- not able to be changed