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**Investigating EFL Learners' Perceptions Towards the Use of
Bilingual and Monolingual Dictionaries in Enriching
Vocabulary**

The Case of Third Year LMD Students at Mohamed Seddik Ben
Yahia University

Dissertation submitted in partial fulfillments for the requirements of the
Master degree in didactics of language

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DEDICATION

“In the name of Allah, the Most Gracious, the Most Merciful.”

Compassionate, all the praise is due to Allah

I would like to dedicate this humble work

To my dear **Mother**, and my beloved **father** who made me what I am, and whose love always strengthens my will, God bless them now and forever

To my brothers **AYMANE** and **ADEM**

To my husband and my soul mate **BILAL**

TO my beautiful friends **Hasna and Lamya**

YOUSRA

DEDICATION

« In the Name of Allah, Most Gracious , Most Merciful , all the praise is due to God alone , the sustainers of all the words , Alhamdulillah •

Primarily and foremost, I would give my undeniable and unforgettable thanks to the most graceful and most compassionate the almighty (Allah) , that has provided me with a lot of blessing that can never be counted .

I lovingly dedicate this work:

To my parents, my pattern without whom I could not make any progress.

*Thank you my sympathetic father Mister ***Bekhouché Achour*** , thank you for everything , for making me a strong girl , a fighter , an independent women that can never be defeated .*

*Thank you my thoughtful mother Mrs ***Brihmouché Leila*** , the light of my eyes , who worked hard to make me realize my dreams ; the one who has always been kind , helpful, and patient , thank you now and forever .*

• *God bless you two*

*I dedicate this work to the love of my life ; my husband ***Boughlilba Ayache ♡*** who supported me every single day and moments . I love you forever and ever ; I am very proud of having you in my life .*

*To my dearest friends : **Sonia , Soulef , Bouchra , Achwaq , Sara , Lyna, Roumaissa, Imen , khawla , Massika , Yousra**, and all the friends that I have known in my life , thank you for your love , affection and encouragement .*

*To all my extended family(**My father in law r.i.p**) , to my teachers in high school especially **Mr Meghzili , Mr Bekhoudje , Mrs Grine and Mr boussaoui** .*

To all those who believed in me and pried for my success and all strangers and enemies, who try to knock me down.

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Abstract

The aim of this study is to investigate the student's perceptions towards the use of bilingual and monolingual dictionaries in enriching vocabulary of third year students at the department of English at Mohammed Seddik Ben yahia university ,Jijel .It is hypothesized that if EFL learners would have a positive perception towards the use of bilingual and monolingual dictionaries in enhancing their vocabulary. To test our hypothesis, a descriptive study was conducted through forming a questionnaire submitted for third year students which was our data gathering tool. The questionnaire was distributed to sixty (60) third year students, to investigate which type of dictionaries students mostly use, for what purpose, and what kind of tasks they mostly use it. It is also aimed at finding the students point of view towards the use of bilingual and monolingual dictionaries in enriching their vocabulary. Generally speaking, this questionnaire aimed at investigating student's choices and preferences concerning bilingual and monolingual dictionaries and the purpose behind those choices. The results revealed that students do have a positive perception towards the use of bilingual and monolingual dictionaries; whereas, students mainly choose the type of dictionary that fits their learning style, the type that is easier to use and which suits their needs and thoughts depending on their learning language experience.

Key words:

Bilingual dictionaries, Monolingual dictionaries, vocabulary, perception.

List of Abbreviations

EFL	English as a Foreign Language
FL	Foreign Language
BDs	Bilingual Dictionaries
MDs	Monolingual Dictionaries
AD	Anno Domini
L1	First Language
L2	Second Language
TL	Target Language
i.e	That is to say /in other words
P	Page
Q	Question
%	Percentage
etc.	and so forth
vs	Versus
&	And

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General introduction

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General Introduction

1.Review of Previous Research

Nowadays people are devoting more and more time to learning English as a second language. Many countries have English courses as part of their school curriculum, and children are learning English at an ever-younger age. Many people, however, find it hard to comprehend the meaning, intonation and application of the learning process. As a result, for those who are having difficulty learning a foreign language, the dictionary with its different kinds and forms becomes a vital tool. Few studies, however; have examined the different use of bilingual and monolingual dictionaries in English foreign language classes.

“The Use of Monolingual and Bilingual ARABIC-ENGLISH Dictionaries in KUWAIT” was a study investigated by Hashan Al-Ajmi (1992). The study investigated the use of dictionaries by students of English and Science at Kuwait University with a particular focus on Arabic_ English bilingual dictionaries. The study attempted to investigate the use of dictionary in Kuwait with special focus on bilingual dictionaries of English and Arabic, and how well these meet the different foreign language linguistic needs of advanced learners of English at Kuwait University. The finding indicated that general-purpose English-Arabic dictionaries play the dominant role at the advanced EFL level in Kuwait in terms of ownership, frequency of use, preference, etc. Yet, the reliance on this type seemed to decrease as students moved to higher levels. Monolingual EFL dictionaries were found less popular among beginners, and were found useful in translation only when combined with a bilingual dictionary. More importance was assigned to this type of dictionary by the students as an effective writing aid and they were rated highly as reliable sources of information for English words.

Another research has been conducted at Oum El Bouaghi University. Intituled Investigating EFL Teachers' and Students' Attitudes Towards the Role of Monolingual Dictionaries in the Learning of Vocabulary it shed light on the use of monolingual dictionary, what type of MLD is most used by EFL learners and why, and what uses of a monolingual dictionary students most check. The findings show that teachers and students have positive attitudes towards the use of monolingual dictionaries in enhancing the learners' vocabulary

2.Statement of the Problem

Learning a foreign language is a challenging task that involves learning all the aspects of that language such as its syntax, semantics and vocabulary which is considered one of the main components of foreign language learning, it has a crucial importance in learning any new language.

Various helping educational equipment are available for EFL learners to acquire vocabulary which are considered as an essential part in the process of learning English. Among these teaching aids, the dictionary seems to be one of the best tools that helps students to enhance their vocabulary. Different types of dictionary are available for English learners, bilingual and monolingual dictionaries are the concern of this study since they are considered as the most commonly used devices for mastering vocabulary in particular, and learning foreign languages in general. So in the current study, we will attempt to investigate EFL learners perceptions towards the use of bilingual and monolingual dictionaries, and if such usage can be an effective strategy in enriching vocabulary.

3.Aim of the Study

This study highlights learners' attitudes towards using bilingual and monolingual dictionaries in enhancing vocabulary learning. It aims at:

- Investigating the perceptions of third year LMD students of English in Mohammed Seddik Ben Yahia University of Jijel towards the use of bilingual and monolingual dictionaries in enriching EFL learners' vocabulary learning.
- Further understanding of learner's choices concerning the use of different types and forms of dictionaries .

4. Research Questions

This study seeks to answer the following questions:

- What are the EFL learner's perceptions towards the use of bilingual and monolingual dictionaries in enriching vocabulary?
- Do third year students prefer to use the bilingual or the monolingual dictionary?
- Do students still use printed dictionaries?

5. Research Hypothesis

Based on the previous questions, it is hypothesized that:

- Students have a positive perception towards the use of bilingual dictionary.
- Students have a positive perception towards the use of monolingual dictionary.
- Students prefer to use the electronic dictionaries over the printed one.

6. Means of Research

In order to obtain the necessary data to answer the research questions and to reach the aims of the study, quantitative data collection and analysis are used. The questionnaire helps us to investigate students choices when it comes to the dictionary use and to understand the reasons behind those choices. Students were asked to answer carefully and chose the accurate responses.

7. Population and Sampling

The target population for this study is third year students of English at the University of Mohammed Seddik Ben Yahia Jijel. Third year students are accepted to be a sample for this study because they had enough time in the past two years at the university to discover their own vocabulary learning styles and preferences, and to develop their own

learning strategies. They had also enough time to be adapted with the use of dictionaries. 60 third year students will be randomly selected as a representative sample of the population.

8. Structure of the Study

The current study is divided in two chapters. The theoretical aspect of the research will be presented in the first chapter. This chapter will be divided into two sections: Section One sheds light on the different characteristics of bilingual and monolingual dictionaries, including as their kinds, benefits and uses. While Section two focuses on the major theoretical components of vocabulary development. The second chapter, however, devoted to a full description of the field work as well as the analysis and discussion results along with the pedagogical recommendations.

Chapter one: Theoretical part

Section One: Bilingual and Monolingual Dictionaries Use

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6.3 Learning the Meaning of Words

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Introduction

Learning a language goes hand in hand with knowing its vocabulary which is considered the body of the words that make up a language. A wide vocabulary allows the learners to utilize the appropriate words in the appropriate time so that they can improve their communication, which is an essential part of their daily life. Learners of foreign languages face difficulty when applying new words, they cannot understand the word without knowing its exact meaning or how it is pronounced, and that's what dictionaries help the learner with. Holi Ali (2012, p1) pointed out that "Dictionaries are as indispensable tools for mastering vocabulary and learning a foreign language in general. They provide learners with access to a vast amount of information about words and their usage. Using dictionaries can be seen as an explicit strategy for learning a foreign language vocabulary or as a communication strategy". Many people regard dictionaries as a repository of final linguistic authority (Wright,2001) and a bank account of words that can be accessed when needed. An EFL learner first need is a dictionary rather than grammar text book (Baxter, 1980), because they may have a powerful instrument at their disposal which they can use to gain a deeper grasp of the use of new language situation, allowing them to expand their vocabulary. The MLDs and BLDs are two different kinds of dictionaries which have an essential role in EFL learning process because it helps teacher to enhance their teaching strategies and aids learners to develop their linguistic skills. MLDs and BLDs are excellent educational tools, allowing learners to become proficient, relying on themselves to create self-confidence and improve their performance, which led to a controversy about what kind of dictionaries learners prefer to use to enrich their vocabulary and knowledge.

In light of this, this chapter provides a discussion about monolingual and bilingual dictionaries by first defining lexicography which is the primary basis of dictionary making.

It also deals with all what concerns a dictionary, mainly with its definition, structure, and different types. Then, we discuss the monolingual dictionary and the bilingual dictionary in details including its definition, types, content, and advantages ,this is for section one. the second section will discuss many aspects related to vocabulary acquisition by starting with the definition of vocabulary, its types , its importance, steps and strategies of teaching and learning vocabulary, and techniques of teaching and learning vocabulary .

1. Definition of Lexicography

Lexicography is composed of two common terms; the Latin term “lexico” which means word, and “graph” which means writing style, thus lexicography appears to be a discipline concerned with the crating of lexical elements.

Lexicography is commonly regarded as a separate intellectual study, tough it is subset of linguistics; however, the most basic definition of lexicography is that is an academic field concerned with the compilation, authoring or editing of dictionaries. According to Kirkness (2004) “In a narrow sense lexicography may be describe as the art and craft of writing a dictionary” (as cited in Davis and Elder, 2004, p.55). The dictionary of lexicography (1998) defined lexicographyas “The professional activity and academic field concerned with dictionaries and other reference works. It has two basic divisions: lexicographic practice, or dictionary-making and lexicographic theory, or dictionary research.” (as cited in Henning and Rufus,2012, p.35). Thus, lexicography is divided into two related disciplines:

- Practical lexicography: is the art and craft of compiling, writing and editing dictionaries.
- Theoretical lexicography: focuses on the development of hypotheses about the structural and semantic links between words in dictionaries.

Theoretical Lexicography is also known as Metalexigraphy since it incorporates a theoretical investigation of the lexicon. Besides to these two disciplines, Fontenelle (2011) claimed that lexicographers are confused between two various approaches; prescriptive and descriptive. According to Atkins and Rundell (2008), the prescriptive approach is where dictionaries function as commanding books of how people should use the language (as cited in in T. Fontenelle, 2011, p. 53) .Thus, is the method in which dictionaries are created based on what is right and what is not in a language. The descriptive one, on the other hand, is concerned with how a language's vocabulary is described. (T. Fontenelle, 2011). It tends to develop dictionaries based on how people really use the language in real life.

2. The Definition of Dictionary

From examining different definitions of dictionaries in theoretical papers, the opinions of lexicographers on the word “Dictionary” differ greatly. A dictionary, in general is a widely used book that lists words alphabetically and discuss their meanings and application. When the learner use, a dictionary ,he will deal with information such as the different meanings that words have, how they are pronounced and in which context they can be used, it also gives examples of that words in sentences so that the leaner will be lash into strong language ,(Harmer, 2001). Dictionary plays an important role in the usage, teaching and learning of language, especially in educational settings. A dictionary is a book or stockroom of words ; this stockroom is often regarded as a word’s reference that methodically categorizes and stores various forms of information about words in written or electronic forms, and which is basically linguistic and may include material onthe form, history, use and words of other lexical objects (Kirkness, p,59, 2004).

3. Background of Dictionary

Dictionaries were designed to meet the demands of a certain audience, such as

communicating with individuals who speak foreign language. Bilingual dictionaries were the first to appear. They kept track of Sumerian terms and their Elbaite equivalents. Their goal was clear: to allow two persons who spoke different languages to communicate at least rudimentarily.

The first monolingual dictionary was written by Greeks in order to understand their predecessors talk. In the first century AD, some nine hundred years after the Iliad and the Odyssey were written, the Greeks found it increasingly difficult to understand the versified account of their mythical ancestors' eventful travels, and scholars had the idea to compile commentaries on the hard words in Homer. This was the first monolingual dictionary to appear in all over the world. This time the purpose was to make possible a diachronic form of communication. Hard words were intralingually translated from old Greek into Modern Greek. In the Middle Ages this practice of explaining hard words was expanded and the wordlists became independent of the books they were found in. (Phillipe, 2001, p.29).

The oldest modern bilingual dictionary is an Italian German word list prepared for travelling purpose in 1447.

According to Hale (1994) from the 1480s, travelers had begun to include glossaries of useful foreign words as appendices to their narratives. Polyglot vocabularies were published with increasing frequency from 1477; François Garon's Vocabulary of five languages: Latin, Italian, French, Spanish and German proved so popular after its publication in Venice in 1526 that by the 1546 edition it had been extended to cover eight languages. Jacopo Strada, a scholarly collector and dealer in antiquities whose portrait was painted by Titian, dies in 1588 while working on an eleven-language dictionary. From the early sixteenth century, multi-lingual conversation and phrase books started to appear as simple aids for merchants abroad; from the mid- century they broadened to satisfy those

who wished to learn a foreign language in some depth. (Hale, p.159).

According to Rivers (1975), at the end of the nineteenth century, the focus of language teaching started changing slowly from merely understanding to producing a foreign language. However, it was the Second World War which gave this tendency a decisive impetus, resulting in dramatic changes in language (As cited in Phillippe, 2001, p.34).

4. Dictionary's Construction

Ideally, every reference should follow a specific format before publication. According to Kirkness (2004) dictionaries are built around three basic components that provide structure; the outside matter, the macrostructure and the microstructure.

4.1. The Outside Matter

The outside matter also called the outer surface represents the part that is showed to the viewer, i.e. the cover, which can be divided into three main parts. According to Kirkness (2004), the first part called "The front matter". It is known as the same for the majority of dictionaries as it provides the users with the basic information about the dictionary (form, style and content) as an introduction, so that it serves as a guide for them. Despite its importance, several readers overlook it. The second part is "the Middle matter" , it is the main important part. It is primarily focused on grammar and explications or descriptions of a specific component of the speech, and it changes from one dictionary to another in terms of graphic, maps and encyclopedic material (Kirkness, 2004). The last part which is quite similar to the first one is "The back matter". It belongs to the appendix, which contains linguistic and encyclopedic data. Each dictionary has its own appendix but, it differs from one to another because there are some dictionaries that have various appendices while others have none at all.

4.2. The Macrostructure

The Macrostructure defined as a series of lexical items such as words, which are arranged in a way that researchers can quickly obtain whatever they are looking for (Malmkjaer, 2002), depending on dictionary's objective and volume. When creating a dictionary, there are three macrostructure concerns that are highlighted by Malmkjaer (2002) which are: alphabetize lexical units, arranging them from the most important ones (such as single morpheme word) to the minor ones (such as derivatives), then finally categorizing homographs in a range of ways from more to less frequent or older to newer things (Malmkjaer, 2002).

4.3. The Microstructure

It represents lexicographic information on the structure, content and the use of dictionary, and that each dictionary is concerned as a wealthy book that contains pronunciation ,definitions, examples etc. (Kirkness, 2004). It provides users with intelligible items that help them in learning the language.

5. Types of Dictionary:

According to Li and Zhou (2001), dictionaries can be classified depending on different areas:

- 1) Contents: philological dictionaries, encyclopaedic dictionaries and special dictionaries.
- 2) Scope of words collected and the information of the vocabularies provided: general purpose dictionaries and specialized dictionaries.
- 3) Languages involved: monolingual dictionaries, bilingual dictionaries and multilingual dictionaries
- 4) History periods involved: diachronic dictionaries and synchronic dictionaries.
- 5) Size: unabridged dictionaries, desk dictionaries and pocket dictionaries.

- 6) Service objects: for foreigners and for natives.
- 7) Main fonctions: active dictionnaires and passive dictionnaires.
- 8) Arrangement of entries: systematic dictionaries and alphabetically dictionaries.
- 9) Medium: paper dictionaries and electronic dictionaries.

(As cited in Lou & Li, 2012, p.79).

In our research, we focus on two types: printed and electronic dictionaries.

5.1. Printed Dictionary

When English began to gain traction as an international language, lexicographers recognized the critical role that dictionaries may play in aiding English learners from other countries. According to Dastoli (2016), the ability to communicate in a foreign language makes people able to get a better understanding of each other. Therefore the dictionary become a vital tool for people having difficulty learning a foreign language. “New Method English Dictionary” was the first English teaching dictionary published by Michal West in 1935. Then many printed dictionaries emerged containing a large number of new words and meanings such as “America College Dictionary” (ACD) in 1947.

Longman Dictionary, the Merriam Webster Dictionary, and Oxford Advanced Learner’s Dictionary are considered from the most popular dictionaries among English learning (Lou & Li, 2012).

As a result of our rapidly developed digital culture, the popularity of online dictionary has grown dramatically, however, many students believed that paper dictionaries are more helpful because they explain the exact meaning of the word. Kipfer (2013) claimed that printed dictionaries are more detailed when it comes to explanation and pronunciation, and are a good brain exercise that pushes learners critical thinking and spelling during the searching process.

5.2. Electronic Dictionary

The fast advancement and evaluation of technology had an impact on the process of learning and teaching in classrooms. The electronic dictionary has become one of the most often used materials among English learners in recent years because they appear to be the simplest and the fastest way to search up terms. According to Li and Zhou (2012), electronic dictionaries can be divided into three types: Online or internet-based dictionaries, Offline or PC based dictionaries such as CD- ROM dictionaries, and Pocket dictionaries. (As cited in Lou & Li, 2012, p.79). In 1983, Germany created the first English- German electronic dictionary, with 50 grams approximately, containing 4000 words and it took three minutes to find out a word. Then the development of electronic dictionaries started to update (Lou & Li, 2012). According to Aust, Kelley, & Roby, (1993) defined an electronic dictionary as an electronic aid that offers immediate access to reference information with clear and direct return path to the target information.

Many students believe that using electronic dictionary that may produce an application for learners pronunciation, is convenient and beneficial. According to Kim ,(2003) people tend to favor online dictionaries over paper dictionaries. The online dictionary provides a special consultation service for users; for instance, the users do not need to look up each page to determine the word they need in alphabetic of a traditional dictionary (Kim, 2003.p.5).

5.3.Bilingual Dictionary

5.3.1. Definition

Bilingual dictionaries are dictionaries whose entries are in one language and their definitions are in another. “the basic purpose of a bilingual dictionary, according to Zgusta (1971:294), is to coordinate with the lexical units of another language which are equivalent in their meaning”. According to Shmitt(2008) a bilingual dictionary is the one

that a second language or a foreign language learner most frequently comes into contact with (Shmitt, 2008). Thus, bilingual dictionaries are often preferred by EFL learners because of their clear and direct explanation of words and phrases.

5.3.2. Types of Bilingual Dictionary

According to Kirkness (2004), there are two types of bilingual dictionaries (BDs): passive (receptive) and active (productive) dictionaries. He said that the passive type is aimed to aid users in decoding or translating entries from the target language to their native language, while the latter is intended to assist users in encoding or translating entries from the source language to the foreign language. As a result, there are four possible ways to consider for each language pair, such as German-French for French users and French-German for German users (passive), German-French for German users and French-German for French users (active), (Kirkness, 2004, p.61) .

5.3.3. Advantages of Bilingual Dictionary

A bilingual dictionary is very helpful in teaching English to the beginners as they learn words which are translated from the native language to English without assistance of tutors, the student can learn on his own, but the pronunciation of such words can be difficult at first but with practice the student will be able to pronounce such words correctly. According to Shen (2013), the student who learns English vocabulary using a bilingual dictionary is more proficient in English and has more vast vocabulary knowledge than a student who does not use a bilingual dictionary .Some other advantages are mentioned in the words of Stein (2013) “Bilingual dictionaries aid students in translating common words and help them to obtain accurate translations” (Stein, 2013, p.40). It is used to translate words from one language into another and understanding a foreign language text. Moreover, it plays an essential role in translation because it helps translators with the needed information.

Some English vocabulary constitute barriers for EFL students because they do not comprehend the meaning of new English terms in their native tongue. As a result, in an EFL classroom, utilizing a bilingual dictionary may give an easier strategy of learning. Qian's (2004) study, found that a bilingual dictionary can help the lower proficiency students when confronted with unknown vocabulary words. Therefore, the use of a bilingual dictionary is very helpful in the initial stages of learning English vocabularies (Carter & McCarthy, 2013, p.52).

5.4. Monolingual Dictionary

5.4.1. Definition

A monolingual dictionary (MLD) is a reference tool for those who are learning a foreign language and which employ only one language. It was introduced for the first time by Michael West and James Endicott as a small dictionary using a restricted defining lexical of just 1490 words, and it was published in 1935. MLDs are used to describe and explain English terms, as well as Para lexical objects (Lew & Salaciack, 2014, Kromann et al,1991, p.27-25). Furthermore, Maghsodi,(2010) stated that the Monolingual entry can provide more information in depth or detailed and precise about common collections., idiomatic usage, etc... Learners can access a wealth of knowledge using MLDs because they include a sort of information such as key phrases, form (spelling and pronunciation), headword, syllabification, homographs /homonyms, grammatical information, composition of words and phraseology, etc... (The fourth edition of the Oxford Learners Pocket Dictionary).

5.4.2. Types of Monolingual Dictionary

According to Kirkness (2004), a monolingual dictionary is divided into two basic types which are general dictionaries and specialized Monolingual dictionaries.

The first one is General-purpose Monolingual dictionary; it is a dictionary that

gives a basic sense of a word, alternative meanings, etc... It is also divided into two main kinds Encyclopedic dictionary, which is known as a guide book (reference document) that holds real facts or information on a wide range of proper nouns such as people, locations , animals ,agencies , events , colors..etc (kirkness,2004). The other kind of MLD called “Semasiological defining dictionary”. It is defined in the English online living dictionary as a discipline of linguistics concerned with words and phrases and the concept they express.

The second one is specialized monolingual dictionary; it is defined as a glossary book in which headwords are organized in alphabetical order and explained logically. It is made up for adult native speakers and usually printed in one format , although the volume may change from movable and easily transported to huge and heavy (Kirkness,2004, p.61).

5.4.3. Advantages of Monolingual Dictionary

Lexicographers advice learners to start using monolingual dictionaries as soon as they can because of their huge number of advantages and benefits (Laufer & Aviad, 2006).

-MLD enhance the learning and the teaching process of reading comprehension of factual report texts about each entry by providing learners with technical vocabulary that is useful to them, larger vocabulary and faster retrieval (Laufer & Aviad, 2006), EFL learners can learn English by consulting a monolingual dictionary on their own which led to more active participant and practice of the language, especially in terms of vocabulary (Harmer, 2001).

- MLDs provide more detailed information on the target language; this information can contain extra definitions for target term, more instances of how the word is used in context (Jame Mairs, Director of English language learning publishing).

-Scholfield (2012) stated that MLD describe the TL in depth i.e. learners become more

proficient in the given language and get encouraged to employ the TL and build the second language thinking habits, (as cited in Jenpattarakul, 2012, p.146).

- MLDs avoid the dilemma of fake buddy (Bogards, 1991), because there is only one utilized language, forms do not overlapped with other similar forms in other languages.

- MLDs includes examples, translation and phrasal phrases that learner can use directly or paraphrase; teach them how to paraphrase by explaining the meaning of headwords (Stein, 1988).

6. Bilingual Dictionaries vs. Monolingual Dictionaries

In general dictionaries improve language proficiency at the level of word and aid in covering the gap between the first and the second language (Hunt & Belgar ,2005). However, this improvement differ from one dictionary to another, which led to a debate between researchers and lexicographers about what kind of dictionary is more useful and helpful for learners at the core of vocabulary learning an teaching activities. The key difference between the two is that MLD translate in one language. However, BLD translate in one different language. The monolingual entry can provide more detailed information about the word more than the bilingual entry, such as connotations and registers. Furthermore when there are meaning inconsistencies between the two languages, a simple one word translation in the bilingual dictionary can be misleading. BLDs are good for quick consultation(reference), while MLDs have the additional virtue of putting the user immediately into the vocabulary system of second language despite of being more difficult to use (Béjoint & Mouline ,1987, p.104). BLDs aid students to translate common words and help them to obtain the accurate translations (Stein, 2013, p.40), these dictionaries provide expressive lexical meanings in both first and second language. Whereas MLDs grant accessed to the meaning of “discriminations” built by the TL and give definitions

that differentiate the meaning. According to Stein, by translating the new unit to something familiar and emphasizing the similarities between the two, the learner will have a greater understanding of the topic. According to Piotrowski (1989), BLDs do not necessitate much effort on the user's part because they point out the meaning in an artificial way, unlike MLDs which commonly trouble EFL learners with circular definitions. According to Maghsodi (2010) and False (2004), learners have a good recall rate for new words since they have the ability to verify the lexical items from their BLD beforehand, Hunt and Belgar (2005), on the other hand, concur that L2 learners are likely to appear lost when they are not use the MLD because they are unfamiliar with the manner they are constructed and the fact that those dictionaries only expose L2 explanations. So to conclude, the best type of dictionaries to use is the ones which suit the learner's learning style in order to enhance his vocabulary. And as Stein (2013) pointed out that in order to achieve a dynamic student's performance, both of MLDs and BLDs should be used.

Section Two: Vocabulary Acquisition

1. Definition of Vocabulary

Before mastering language skills, you must understand vocabulary, which is the most fundamental component of the language. According to Hatch and Brown (1995,p.1) vocabulary is a collection or a set of words in a particular language that individual speakers might use. However, Hiebert (2005) argued that it is the knowledge of meaning of words in both oral and written language in receptive or productive form (Hiebert, 2005, p. 2-3), which means that vocabulary is crucial in the development of conversational comprehension. Vocabulary is a bank of words (nouns, adjective, verb ...etc) that is used by a person when studying a foreign language and describing the meaning or idea to form sentences for daily communication. Hornby (2006) believed that vocabulary is the total

quantity of terms in a language; all the terms known to a person or used in a specific document, subject or other context .The Longman Advanced American Dictionary (2003) defined vocabulary as all the terms that someone knows, uses and learns. From examining these different definitions we can conclude that vocabulary is a set of words that are familiar and which play an essential role in conveying meaning and communication in both formal and informal language. Words are a part of vocabulary and everyone in the world should know how to use them because vocabulary's enlargement and enrichment is a long life process (Thornbuy, 2002, p.1).Thus vocabulary is a skill that gets better over time.

2. Types of Vocabulary

Vocabulary refers to the cognition and knowledge of meanings of words in both oral or written languages, in receptive and productive forms (Elfrieda H Hiebrt & Michael L. Kamil, 2005, p.2-3). Words come in at least two shapes oral or printed; oral language refers to the words that we realize their meanings while speaking and listening (orally), through oral language, the learners become successful readers and strong communicators, it means their ability of communication and expressing feelings with others will increase. Conversely, by printed language, we mean the items that learners use and identify or recognize through reading and writing. It means those terms that we read in a text, and which grow and develop our vocabulary, and also the terms that we recoup while expressing our selves through writing. However, knowledge of words consists of two broad categories or types; Receptive /Passive Vocabulary and Productive/Active Vocabulary.

2.1. Receptive /Passive Vocabulary

Receptive vocabulary refers to the words that are understood while “reading” books or “listening” to someone speaking, it means the capacity to know a term when we hear it

or see it. Receptive /passive vocabulary includes knowledge that learners know and comprehend when they apply in different situations, they might recognize the word, but don't have a general idea of its exact meaning; especially, if they appear in a context with different words so learners can miss the meaning. In receptive/passive vocabulary, the learner is not capable to use these words in communication since he is not persuaded with them so they are less frequent. In this case the passive vocabulary refers to the receptive side of language.

2.2.Productive /Active Vocabulary

Productive vocabulary can be presented by the words that we deal with them much more times, it means already known, understood and use in communication with others. In productive /active vocabulary the learner is capable to use the word greatly without any errors, simply because he knows the precise meaning of term and the right way to use it in any context accurately and confidently. The ability to retrieve the form and meaning of a term or to transmit it in the primary learner's language (speech) is considered as productive vocabulary (Laufer et al, 2004; Webb, 2008) ; (Webb 2009) This last can be divided into controlled and free productive vocabulary, which refers to put up the term or use it spontaneously and without any inducement .The terms of this zone are used frequently. In this case the vocabulary can be divided from the productive side of language.

According to Webb (2013), studying the term receptively only has an effect on its meaning. The results accounted for both receptive and productive knowledge while learning language in a productive manner and both of them get to improve the learner's efficiency. Every communicator should try to turn his receptive /passive vocabulary into an active /productive vocabulary through some efforts of learning and acquiring the knowledge through time.

3.The Importance of Vocabulary

According to “Jim Rohn “the most essential instrument for communication and learning is vocabulary, it allows people to interact, analyze points of view and express their ideas. EFL learners must have a large vocabulary in order to effectively express themselves and connect with others, because even that learners have sufficient knowledge of grammar, they will never be able to communicate effectively without a significant number of words and phrases. “Vocabulary is the foundation for all thoughts, opinions and beliefs to be communicated and conveyed through language”. (As cited in Thornbury, 2002, p.13). Wilkins (1972) reported that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. According to Krashen (1993), learners carry dictionaries rather than grammar textbooks on any international trip. When communicating with native speakers, EFL learners must have an adequate vocabulary package because they will face several difficulties and problems. The importance of vocabulary lies on acquiring comprehensible communication because this last is based on learning a sufficient number of words and having a wide vocabulary. Vocabulary helps learners to articulate their ideas and thoughts in an effective way. With a rich vocabulary learners will be able to receive and process information in a better way and create a good impression with a maximum impact.

4. Teaching Vocabulary in EFL Classes

4.1 Direct vs. Indirect Approaches

The acquisition of vocabulary has long been seen as one of the key elements of language learning. Language learners must, however, focus on more than just memorization of definitions; they must also apply vocabulary meaning into their existing

knowledge. A variety of techniques such as direct or indirect ones may be used to improve vocabulary acquisition.

In direct approaches, vocabulary is taught explicitly, where the teacher provides his/her students with exercises that may contain word-building, matching words with different types of definition, studying vocabulary in context, split information activities focusing on vocabulary. However, in the indirect approach, vocabulary is taught implicitly through communicative activities like listening to stories, films, television or radio, information gap activities, and group work. Therefore, both of these approaches require reflection and planning from the teacher, (As cited in Coady & Huckin. 1997, p. 241).

4.2 Steps and Strategies for Teaching Individual Words Explicitly

According to Beck, McKeown, and Kucan (2002), “The problem is that many students in need of vocabulary development do not engage in wide reading, especially of the kinds of books that contain unfamiliar vocabulary, and these students are less able to derive meaningful information from the context” (p. 4). Stahl (1999) suggested that teachers can provide direction instruction of 300 to 500 words in one school year, or about 8 to 10 words per week. Selected words can be taught in depth, giving pupils the information they need to understand what they are reading. Students who do not read independently require this direct instruction to help them expand their vocabulary, unless important terms are taught directly and in depth. Most pupils will struggle to grasp what they read.

Teaching individual words explicitly should be done meaningfully and through a systematic approach so that students will establish routines for learning. These are the three steps and four strategies for teaching individual words explicitly (Beck, McKeown, & Kucan, 2002; Graves, 2006; NICHD, 2000; PREL, 2008):

1. Identify the potential list of words to be taught.
2. Determine which of these words to teach.
3. Plan how to teach the words using the following strategies:
 - a. Provide a student-friendly definition.
 - b. Use the word in context and give contextual information.
 - c. Provide multiple exposures.
 - d. Offer opportunities for active involvement.

Step1: Identify the potential words to be taught

In a single lesson, three to five words to be taught .The importance of limiting the number of words is to guarantee that there is enough time for in-depth vocabulary education while yet allowing students to read the text. Though teachers may be willing to teach all the unfamiliar vocabulary, this is not a good idea. Armbruster and colleagues (2001) provide several reasons for focusing on only a few words at a time:

- The text may have too many words that require direct instruction.
- More time should be devoted to students' reading than to extensive direct vocabulary instruction.
- Students are generally able to understand most of the text without knowing all of the words.
- Students need independent practice using word-learning strategies.

Step 2: Determine which of these words to teach:

Technical academic terms may be common in informative texts. Thus teachers should read through the book before starting to teach. According to (PREL, 2008) some criteria may assist teachers in deciding which words to teach explicitly:

- The word is too difficult to understand without any background knowledge.
- The word is critical to comprehend the text.
- The word is a content and/or process word that explains a concept or topic.
- The context clues do not help with understanding the meaning of the word.
- The word is likely to be found in future reading.

Step 3: Plan how to teach the words using specific strategies:

Four key strategies were presented by (Graves, 2006) in order to help tutor to teach vocabulary explicitly:

- Provide a student-friendly definition.
- Use the word in a context and give contextual information.
- Provide multiple exposures.
- Provide opportunities for active involvement.

Strategy 1: Provide a student-friendly definition:

Use everyday language to help students understand the meaning of a word. Teachers need to be specific, they need to elaborate and they need to connect the definition to students' existing knowledge. Descriptive explanations enable students to more easily understand the concepts (Beck, et al., 2002; Graves, 2006; PREL, 2008).

Strategy 2: Use the word in a context and give contextual information:

When teaching vocabulary, it is important to show students how the words are being used in a context. When students are asked to look up for the meaning of a word in the dictionary, they frequently select an incorrect definition. When students see how the word is used in a context, they can connect it to the appropriate meaning (Armbruster, et al., 2001; Graves, 2006; PREL, 2008; Stahl, 1999)

Strategy 3: Provide multiple exposures:

It is important to give students frequent opportunities to hear the meaning of words and to expose students to multiple contexts in which the word can be used so that they can develop a deeper understanding of the word and how it is used flexibly (NICHD, 2000).

Strategy 4: Offer opportunities for active involvement:

Students are more likely to solidify their understanding of words when the teacher allows them to process the information through one or two quick activities or games (Beck, et al., 2002).

After the instructor has provided background information on the issue and clearly taught the vocabulary by offering student-friendly definitions, using the words in a context, and providing repeated exposures, the teacher can move on to the next step. Teachers must provide opportunities for pupils to read uninterrupted texts each day.

5. Techniques of Teaching Vocabulary in EFL Classes

According to Richards teaching vocabulary is a fundamental part of a language course .Vocabulary represents the first and the most important piece of teaching and learning the basic rules of language. Students may face some struggles while developing

their vocabulary knowledge and it might be also difficult on teachers to keep students engaged and interested in the classroom, it means that both of them should focus on his essential aim. Brown defines teaching as leading or directing encouraging and also facilitating learning, enabling the learner to acquire the knowledge and establishing learning conditions.

The teaching styles, strategies methods and classroom practices will be influenced by the teacher's understanding of how the students learn and comprehend items. In teaching vocabulary lessons, the teacher should be creative and more productive in order to convey a new item and transmit the meaning to his /her students. His/her prominent position necessitates the usage of many strategies and techniques in teaching vocabulary classes. Gairns and Redman (1986) proposed three main techniques for teaching vocabulary which are: visual techniques, verbal techniques and translation.

5.1. Visual Techniques

5.1.1. Visuals

According to Gairns and Redman (1986), visual education is one of the most successful and useful methods of teaching vocabulary. Visual teaching, as the name implies, uses pictures, posters, blackboard drawing, flashcards and photographs to help learners to understand new concepts, ideas and develop critical thinking, besides it facilitates the comprehension for students. The verbal component that would ordinarily be linked with a word and its definitions is removed by using visuals. Visual aids motivate students to develop their skills and vocabulary knowledge in addition to reducing their anxiety. For example, helping students remember or memorize the term, the teacher use photographs or mind maps, or even use collared highlighters to colour code texts and notes.

5.1.2. Mime and Gesture

Using this approach in teaching vocabulary is beneficial. As visual aids mime and gesture are also used to convey meaning, to elicit words or sentences and to enrich vocabulary knowledge. Mime can be described as a performance in which only body movements are used, no words are spoken. For example, putting your hand on your mouth to tell the other person to keep silent or to do not talk. (A form of acting without speech). The same thing with gesture; an expressive movement of the body, or anything that is done to convey a message or show a feeling referring to actions, objects, places, etc... Using actions to make learners remember vocabulary better is a great method because it helps both teachers and students in explaining and expressing ideas, recalling or memorizing information and also solving problems. (Gairns and Redman, 1986).

5.2. Verbal Techniques

5.2.1. The Use of Illustrative Situations

One of the verbal techniques of teaching vocabulary is the use of illustrative situations which is an excellent method in teaching abstract terms. For example when the teacher tries to describe or to express something, an illustrative example might make the operation easier for his learners to comprehend his exact message. For example, when the teacher asks the student to give four names of four persons that he prefer to go out with equally. They make him answer on which one he prefer more, in order to elicit the expected answer which is "I don't mind" and here the meaning will be clarified (Gairns and Redman, 1986).

5.2.2. The Use of Synonymy and Antonym

According to Gairns and Redman (1986), synonymy and antonym are concerned as the most useful techniques of teaching vocabulary knowledge. In EFL classes teachers try hard to explain the exact meaning of any word or concept to their students and which can be difficult for those learners, i-e to comprehend the correct meaning. Sometimes teachers use synonymy as a way of conveying messages or facilitating comprehension on learners. It means providing them with other terms that exactly or nearly have the same meaning with the term that they do not understand. There are a lot of examples of synonymy for words or phrases, as the words “ hot”, “burring”, “ fiery”, “boiling” that are all synonyms of one another. As well as with antonyms (contracts and opposites), learners may ask about the opposites of an unknown word, and the teacher will give them the contracting terms to this word and the problem will be solved because they will conclude the meaning of the word from its opposite. For instance, the word “happy”; an expression of gladness is the opposite of the word “sad”; an expression of sorrow. However, in some concepts the meaning or the opposite of words may change or differ from one concept to another so teachers should not overlook or dismiss the importance of illustrating the context in which these events occur. (Gairns and Redman, 1986).

5.2.3. Definition

A definition is needed to comprehend what is being said to avoid confusion and to clarify the meaning through contextualized examples in order to explain its limits, when a term has more than one meaning or may be this word is obscure, it is important to figure out which explanation is wanted by defining this term. Definition is required to enable learners to be more proficient in using terms in any concept in the right place and the right time without any doubt (Gairns and Redman , 1986).

5.2.4. Scales

Scales are a good way to understand and remember new vocabulary, encouraging students to broaden their knowledge, since learners are often faced with difficulties in expressing their ideas due to the lack of vocabulary and which can be avoided by using scales. Scales can be defined as a system for measuring things or comparing them. If a student understands the terms “small” and “big” (of course always acquiring related and constructed words), and the use of other words like “little” and “huge”, followed by sizeable /grand and teeny similarly with frequency adverbs, on a whiteboard thermometer, the learner is given a sentence and scales that scores or ranks the adverbs in the sequence, and then asked to choose which one best reflects his opinion. For example: always, rarely, frequently, ever, and usually. (Gairns and Redman , 1986).

5.3. Translation

In teaching vocabulary, translation plays a crucial role; translation is a process of transforming the meaning from a target language into a source language (from a language into another) and which helps learners to comprehend the connection between languages and enable them to communicate and exchange ideas with others. And this is what enables teachers to share different and new items and concepts with their students and make sure that they will understand them quickly (Gairns and Redman, 1986). For example, get students to translate some songs lyrics and provide them with novels and ask them to rewrite those novels in another language and soon to get them interested in translation and acquiring new terms. This technique as it is beneficial it may also caused obstacles, Gairns and Redman (1986) believe that translation could be appropriate for terms with an obvious mother tongue equivalent, but it must be avoided in all other cases because there will be some missing terms especially for words with several meanings so there will be a lack of

technical knowledge. In order to confirm that this technique will help learners in vocabulary enrichment, it should be used carefully to avoid mistakes.

6. Learning Vocabulary in EFL Classes

Brown and Payne (1994 in Hatch and Brown, 1995) offered taxonomy of vocabulary learning strategies which successfully join into numerous strategy kinds, and which concerns the process of vocabulary acquisition. The vocabulary strategies fall into five essential steps each step is characterised by the use of specific vocabulary learning strategies:

6.1. Having Sources for Encountering New Words

As far as incidental learning of vocabulary goes, this step is obviously the most vital, because the incidental learning of vocabulary must occur if second language learners are to approach a vocabulary that compares with that of native speakers, this step is crucial (Hatch and Brown, 1995, p. 374). Payne (1988) argued that the strategies that are used by learners during this stage involve reading books, newspapers and magazines, watching TV, listening to radio, talking with native speakers in addition to using traditional materials (textbooks, word lists, dictionaries).

6.2 Getting the Word Form

The second essential step to vocabulary learning appears to be the getting of a clear image – visual or auditory or both – of the form of the vocabulary item. According to Hatch and Brown (1995) this can be done through many sub-steps:

(1) associating new words that sound similar in my native language, (2) writing the sounds of words using sound symbols from my native language, (3) associating words that

are similar to words in other languages I have studied, (4) associating a word with similar sounding English word I know, and (5) seeing a word that looks like another word I already know. (p. 378).

6.3 Learning the Meaning of Words

Getting the word meaning is the third step which is the one most often associated to vocabulary learning. Although the depth of definition needed may vary and the sources from which meaning can be extracted may be quite different, all learners must get the meaning of words in some manner, or the words can never be considered truly learned (Hatch and Brown, 1995, p. 386). According to (Hatch and Brown, 1995) some strategies such as asking native speakers or people who speak the learner's native language about the word meaning, mind mapping, using dictionaries and contextualization are very affective to get the word's meaning.

6.4 Consolidating Word Form and Meaning in Memory

Once the meaning and the form of a word are clear, both aspects must be consolidated in memory. This group of strategies (called mnemonics) is especially widely used by second language learners. Matching exercises, flashcards and crossword puzzle are the most useful drills in this step. (Hatch and Brown, 1995).

6.5 Using the Word

This step is necessary not only to in order to boost students' receptive knowledge, but also in order to increase their self-confidence and to give them opportunity to test their knowledge of collocations, syntactic restrictions and register appropriateness. The strategies used here should include both testing and free activities to encourage the learner to use the word without undesired consequences i.e., bad marks. (Hatch and Brown, 1995).

To conclude, EFL students must complete all five processes, employing a range of activities, tactics or approaches in each step in order to acquire enough vocabulary knowledge.

7. Techniques of Learning Vocabulary

In recent years, there has been a change from classical language teaching, in which the instructor is the centre of attention in the classroom, to learner-centred education, in which the student is in charge of his own learning and the teacher serves as a guide and facilitator. According to Nation (1990) there are three different vocabulary learning strategies that learners use in order to acquire a vocabulary item which are: using the meaning of the word from the context, using mnemonic techniques and using dictionaries.

7.1 Contextual Guesswork

An effective technique that involves guessing the meaning of the target word based on using clues to determine an expression's meaning.

Once learners have gained a vocabulary total of about two or three thousand words, they can use their reading skills in guessing the meanings of unfamiliar words based on the context they are represented. (Nation ,1990p.160).

7.2. Mnemonic Techniques

Mnemonics help new information get connected to something more relevant or significant, which improves memory retention of the knowledge. Through the use of a visual image or letter/word combination, it entails connecting unfamiliar content information with familiar, previously known information. Finding a keyword from one's

first language and associate it with the new word and its meaning is a very useful method. (Nation, 1990).

7.3. Using Dictionaries

While mnemonic techniques and other strategies can be effective, dictionary use can be a useful way to comprehend texts and learn more information about unknown words. Dictionaries are defined as books that contain lists of words in alphabetical order with descriptions of their meanings. (Landau, 1984).

The dictionary assists students in acquiring new terms and expanding their vocabulary, as well as enriching their English cultural background and improving their learning abilities. The dictionary gives an adequate number of information including word's spelling, syllables, pronunciation, origin, meaning, etc... the use of a dictionary improves the learner's vocabulary. (Gairns & Redman, 1986).

8. Testing Vocabulary

Vocabulary evaluation is a crucial step for assessing a student's knowledge. There are several vocabulary tests created by teachers; nevertheless, the exam should include components that are essential to vocabulary evaluation.

Test designers should be very careful in designing the vocabulary exercises simply because not everything can be tested and measured regarding the word knowledge. For this reason, they have usually settled for measuring knowledge of a single meaning (Brikena, 2008,P.27).

According to Read (2000), there are three dimensions of vocabulary assessment in order to expand the conventional ideas about what a vocabulary test is and include a wider range of lexical assessment procedures. (As cited in Brikena.2008, p.27).

8.1. Discrete Test

It seeks to assess vocabulary knowledge in isolation from other language skills. An embedded vocabulary test, on the other hand, tries to assess vocabulary knowledge of a broader construct, such as reading comprehension. The questions are not meant to assess vocabulary knowledge in isolation, but rather to assess the learners' reading comprehension abilities. (Brikena, 2008).

8.2. Selective Test

It seeks to assess vocabulary knowledge through the use of selected words that are then combined into individual test items. The comprehensive exam, on the other hand, assesses the vocabulary content of a written and spoken text. (Brikena, 2008).

8.3. Context-Independent Test

Attempts to assess vocabulary knowledge based on the learners' ability to apply contextual information to the problem and then provide the correct response. The exam used in the context-dependent text aims to assess vocabulary knowledge. This implies that the test-taker is given passages with a few missing words and must compose an appropriate term in their place. (Brikena, 2008).

Conclusion

To sum up, in this chapter we represent that vocabulary is an essential part of the language learning. In order to be proficient and accomplish different languages, express

feelings easily and indicate opinions, EFL learners should acquire their knowledge through enhancing their vocabulary and which is so important in building their language structure and improving themselves. Learners must follow the steps of learning and teaching vocabulary carefully to make sure that they will enrich their level of comprehension and understand any concept as well as using multiple ways and techniques. Learning vocabulary can be acquired definitely while using different strategies, the bilingual and the monolingual dictionaries are mentioned as the most important and beneficial tools of enhancing vocabulary and which known as the most effective approaches that provide EFL learners with a vast amount of information, and get them encouraged and engaged to learn more about any language without getting scared of any error or lack of understanding. Through using different types of dictionaries learners will increase their chances of being skilled or lash into a strong language.

Chapter Two: Practical Part

Introduction

1. Means of Research

1.1. Population and Sample

2. Tools of Research: The Questionnaire

2.1. Administration of the Questionnaire

2.2. Description of the Questionnaire

2.3. Data Analysis and Interpretation

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Conclusion

Introduction

The use of bilingual and monolingual dictionaries and their usefulness in enhancing learner's vocabulary has become an interesting topic for research. Generally speaking, their investigation is linked to the acquisition of foreign language vocabulary. After setting up the literature review of monolingual and bilingual dictionaries and their effectiveness on vocabulary enrichment in chapter one. This chapter elucidates the empirical band of the research which is the practical part.

This chapter will explain the choice of the research methodology, which in turn determines the means of research used. Since this study is designed to investigate EFL learners' perceptions towards the use of Bilingual and Monolingual dictionaries in enriching vocabulary. Besides, it will describe the population and explain the selection of our research sample. Furthermore, it will present the description and the administration of the student's questionnaire. Finally, it will describe a detailed analysis, interpretation and discussion of the results obtained from the student's questionnaire.

1. Means of Research

The method of research chosen for this investigation was defined by the nature of the research, which was a quantitative study. Because the goal of this study is to describe students' opinions, the most appropriate research instrument

was the questionnaire. The questionnaire allows us to look into students' dictionary using habits and gain a better understanding of their attitudes. To get a sense of the students' opinions, we asked them directly about their dictionary usage.

1.1. Population and Sampling

The chosen population for this study is third year LMD students at the department of English at Mohammed Seddik Ben Yahia University, Jijel, during the academic year 2021/2022. The choice of third year student is because they are supposed to have used the dictionary for at least two years to enrich their vocabulary they also had time to become familiar with the usage of dictionaries. The number of pupils that engaged in this research represents 60 students. They were randomly selected in terms of group, gender, abilities and leaning styles.

2Tools of Research: The Questionnaire

2.1. Administration of the Questionnaire

The questionnaire was distributed to the target sample on 31/5/2022. Students were taking their exams, so they preferred to take the questionnaire paper to answer it at home in order to be more concentrated and comfortable. So, it took two days to take back all the questionnaires. The importance of giving honest answers was emphasized to the students.

2.2. Description of the Questionnaire

The questionnaire starts with a small introduction that presents the aim of the study. It consists of 19 (nineteen) questions which were designed to be clear, easy and in simple words to avoid students' confusion, also they were arranged in a logical order, so that students understand and therefore give appropriate answers. The questionnaire includes close-ended questions in which students are required to choose "yes" or "no" as an answer, multiple-choice questions in which students are supposed to pick the appropriate answer (s) from a number of choices, and it requires the students to give some justifications to elicit more precise responses. It is composed of three sections:

Section One: Personal Information (Q1-Q4)

This section seeks to gather personal information about the students. It examines whether participants are homogeneous in regard to their gender, age, level in English language and to know the student's experience with English.

Section Two: Vocabulary Acquisition (Q5-Q10)

This section seeks to obtain the learners' attitudes concerning vocabulary, how they consider its importance and which vocabulary learning methods they prefer.

Section Three: Bilingual and Monolingual Dictionaries (11Q_19Q)

This section is the basic part in the students' questionnaire. It aims to investigate the student's beliefs towards the importance of dictionary in generally, and the preferred type of dictionary they like to use in their daily activities as EFL learners, it also seeks to know what form students prefer to use (printed or electronic). Furthermore it aims to know their attitudes towards the information they are interested with when using monolingual and bilingual dictionaries.

2.3.Data Analysis and interpretation:

SECTION ONE: Personal Information

Q 01: What is your gender?

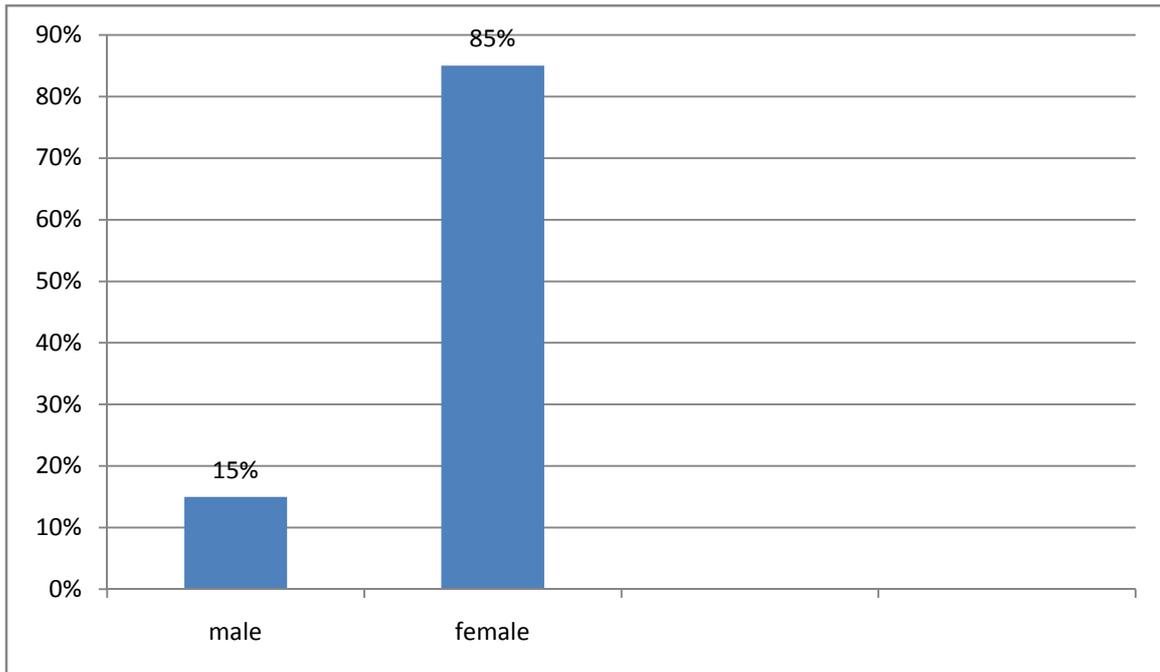


Figure01: Student's Gender Distribution

According to the data in the figure above, the majority of the students are females. Out of sixty (60) participants only 9 (15%) are males, and 51 (85%) are females.

This result confirms popular perception that women are more likely to learn foreign languages, it is a method of looking for a job as a language instructor. Furthermore, females are more social and skilled at communicating(speaking ,listening ,and reading ...etc) ,which would positively impact language-learning ,they reported lower perceptions of their scientific abilities . However, males, on the whole, prefer scientific pursuits and

technological fields, they are participated more in active learning course (civil engineering, mechanics, math and so on).

Q02: What is your age?

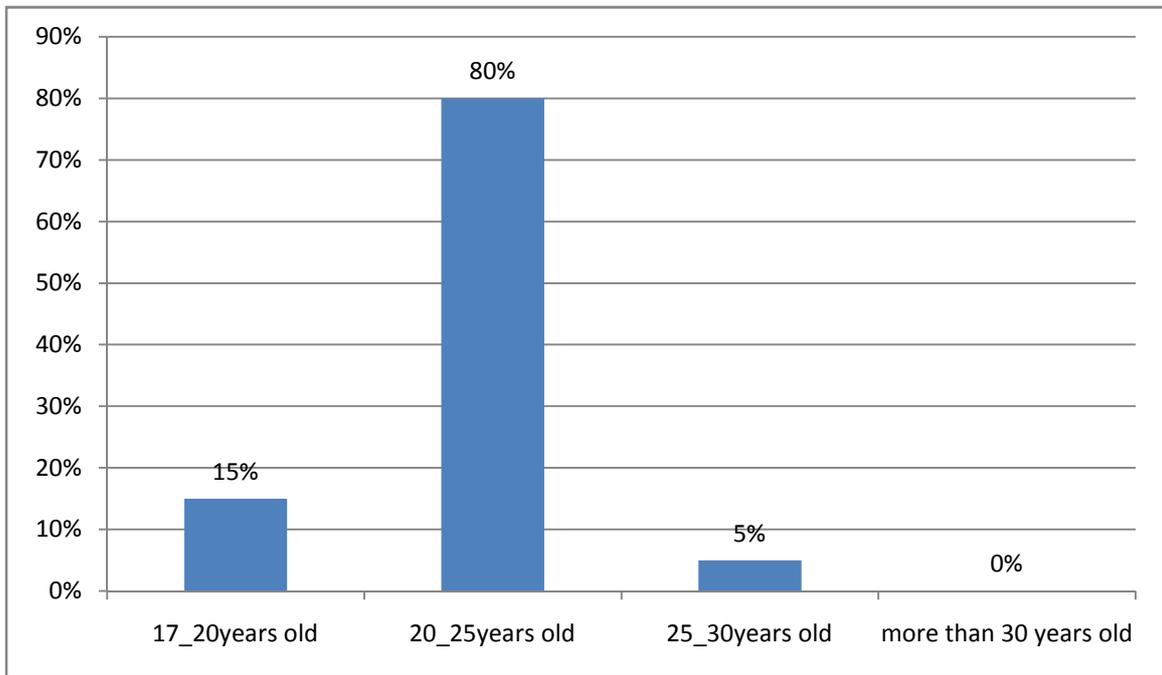


Figure02: Student's Age Distribution

Based on the results stated above, the majority of the respondents (80%) are under the age of 20-25 years old which comes in the first class. After that we have (15%) of learners that are under the age of 17-20 years old, while just 5% of the participants are under the age of 25_30 years old, and none of them is more than 30 years old. The aim of this question is to set a general view on the group of people that we are working with (if they are old in the field or take a place as new learners).

Q3: For how long have you been studying English?

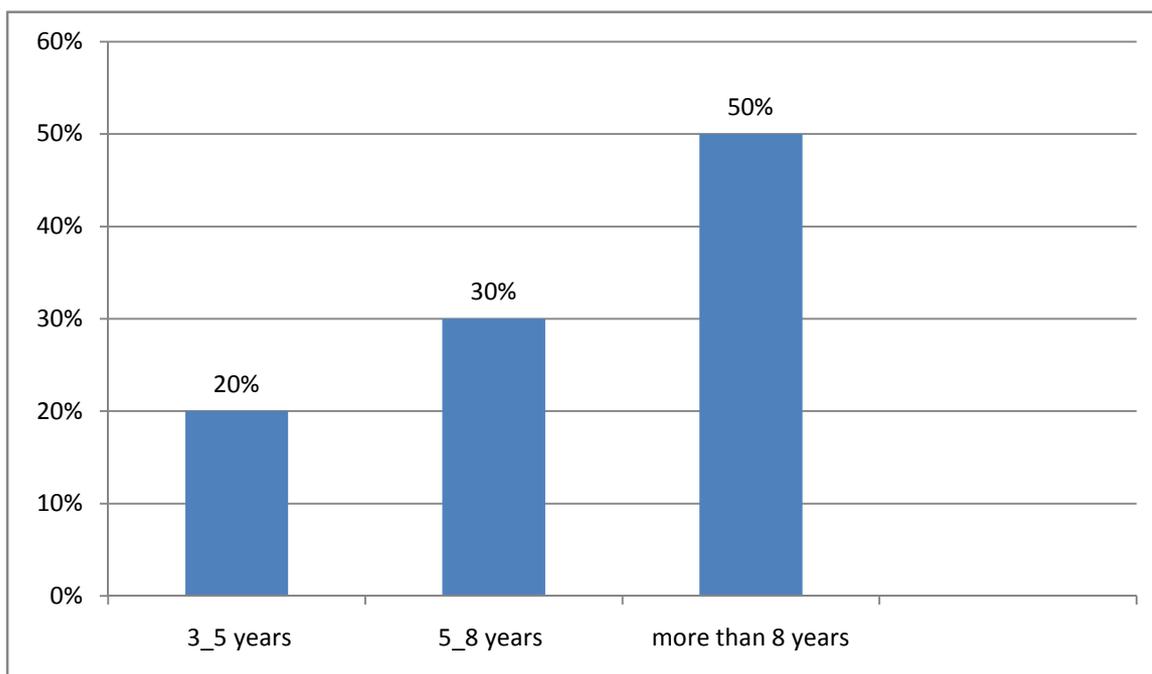
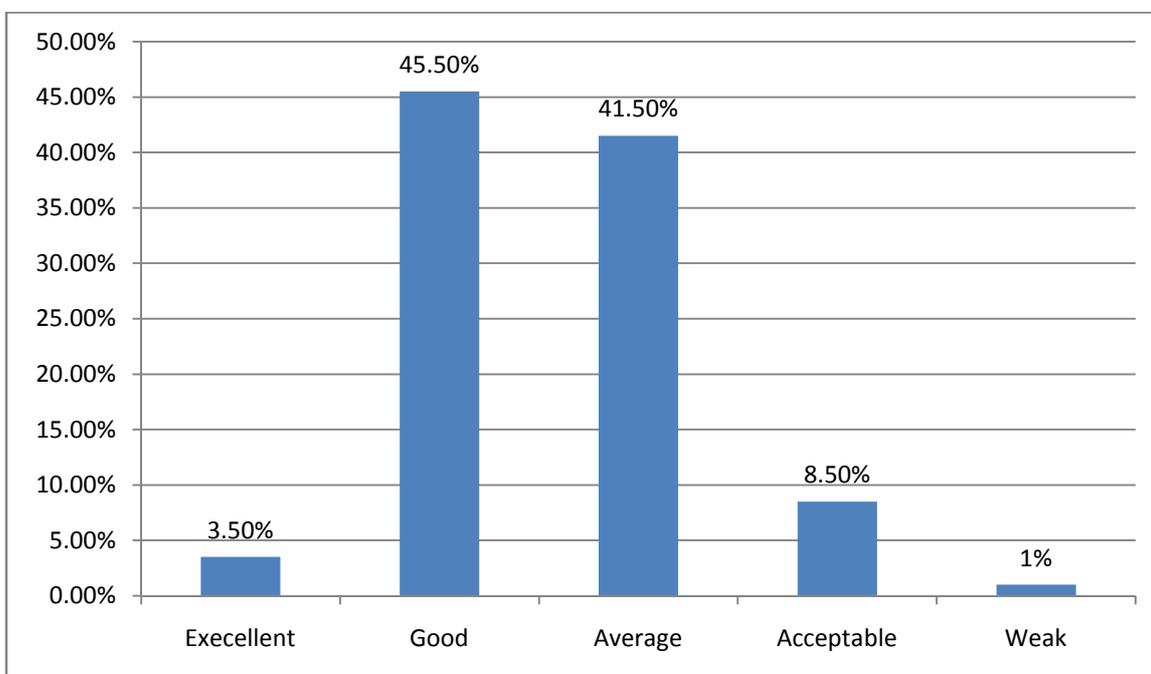


Figure03: Student's Experiences in Learning English

The purpose of this question is to get an idea of how long students have studied English during their lives, because the student's experience with English has an important effect on our study. The result shows that half of the participants (50%) confirmed that they studied English more than eight (8) years, they were interested in learning English from middle school to university where they chose it as a faculty to be learned, the other half of participants was divided into two parts (30%) of them claimed that they learned English from (5_8years); maybe they felt interested in learning English in high school; the rest of the students, who represent (20%), reported that they learned English from (3_5years) which means they started learning English at university as an independent field. The results found out that age affects EFL learning because early exposure to language instructions constantly results in better performance because start learning

English at earlier age is an important factor in enhancing the skills of English language learners.

Q4: How would you rate your level of English?



Figur04: Student’s Evaluation of their English Level

Self-evaluation is the ability to examine yourself to find out how much progress you have made . It can increase the students ‘learning which lead to a better a better academic performance , helping them in development of critical skills for analysis of their own work . The results indicate a good statistical impression of the sample's English level. The majority of the participants affirm that their level of English is stranded between “good" and “average” (45.5%, 41.5%) which is a very approximate percentage between the two levels. Another group of students (8.5%) claimed that it is acceptable, (3.5%) of them believed that their level is “excellent”, and just one of them (1%) rate their English proficiency as “weak”. This entails that most of students have an intermediate level of English (a good one); the participants answer depend on their capacities and skills of

learning English and which determine their level, if they can speak freely and understand easily.

SECTION TWO: Vocabulary Acquisition

Q5: For which purposes do you learn English? Please Justify?

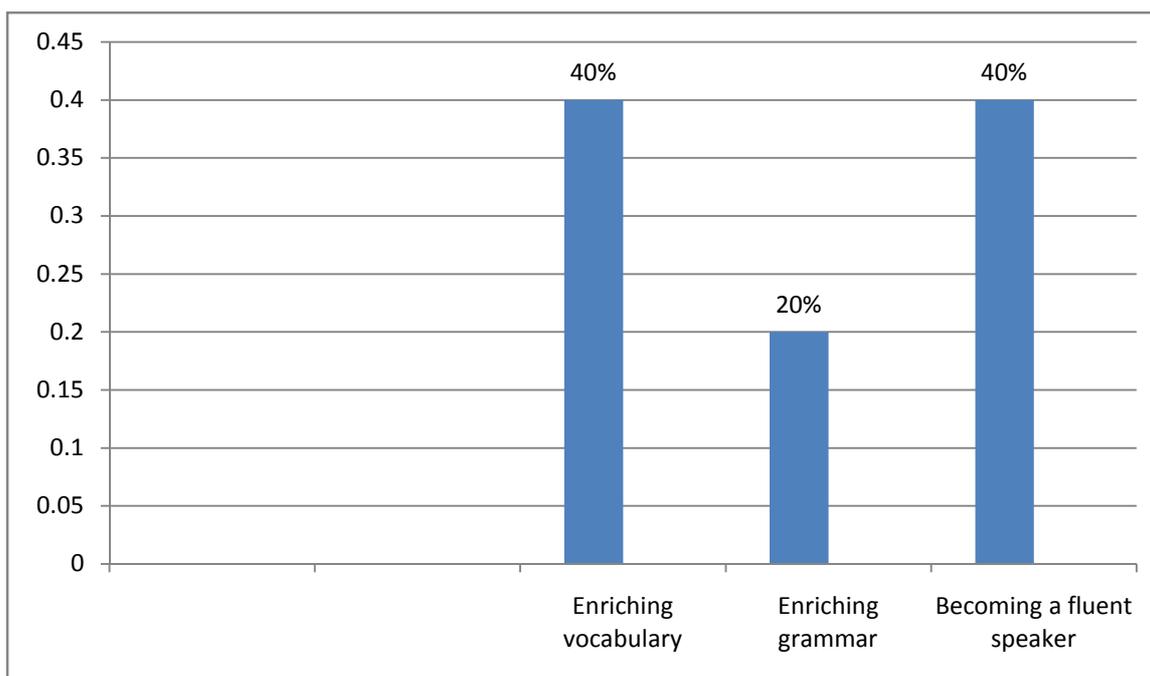


Figure05: Student's interest while learning English

According to the results show above (40%) of students claimed that their purpose from learning English is to have a rich vocabulary the same percentage (40%) they said that they want to be fluent speakers that's why they learn English; however, only (20%)of the students focus more on having rich grammar.

Please justify your answer;

Students who prefer vocabulary highlighted the importance of words and ideas in expressing their thoughts and opinions. Students who want to become fluent speakers stated that travelling abroad, communicating with native speakers, and a better opportunity

for a good job is their first interest from learning English. Those who favour grammar argue that learning the basic grammatical rules is essential for producing an accurate and clear statement.

Q6: According to your opinion, how important is it to learn new vocabulary?

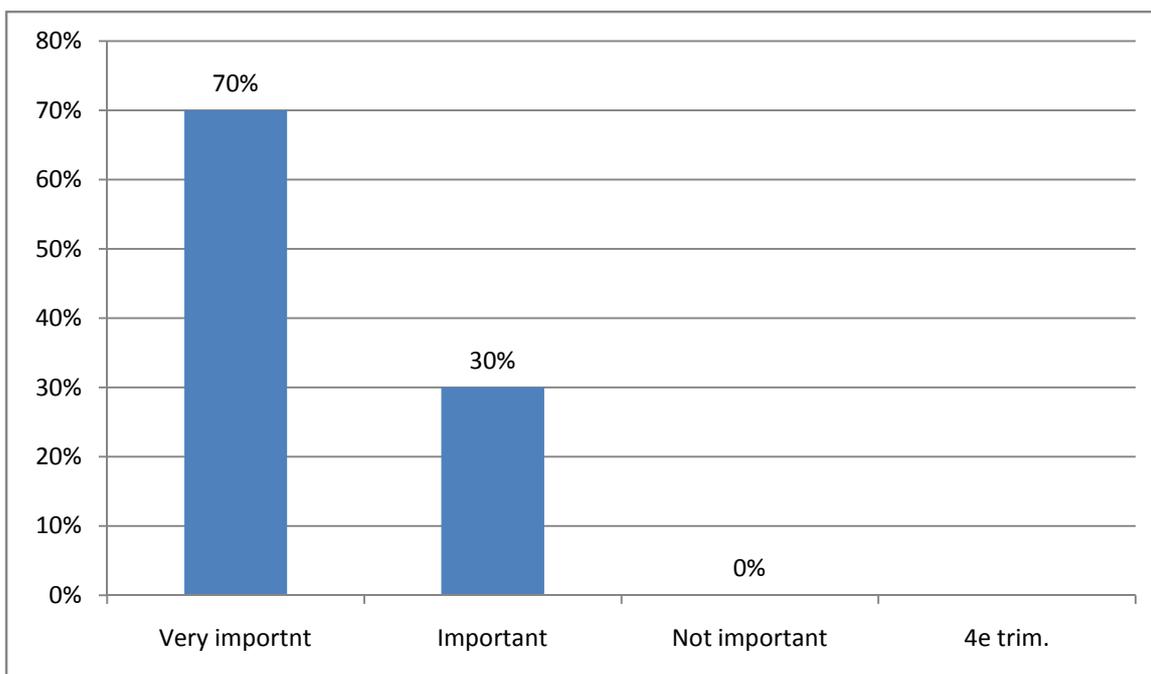


Figure06: Student's Perceptions towards the Importance of Vocabulary

The majority of the students (70%) believed that it is very important to learn new vocabulary (i.e. it is essential). However, 30% of students believed that it is just important, while no one disclaimed the importance of learning new vocabulary.

According to the student's opinion, they confirm that vocabulary is the basis of learning English or any other foreign language. They always need new words and items to express themselves, their thoughts and their ideas while speaking, reading, listening and writing, so if they do not have a sufficient vocabulary bank, they won't reach their level of communication. And if they want to reach and develop their capabilities in understanding and using well the English language they should count vocabulary as a very important

issue. No one can take vocabulary or learning new vocabulary as an inconsiderable thing (Not important) because in order to master a language it is better to learn a large amount of words.

Q7: Do you believe that mastering a language is based on your vocabulary enrichment?

Justify?

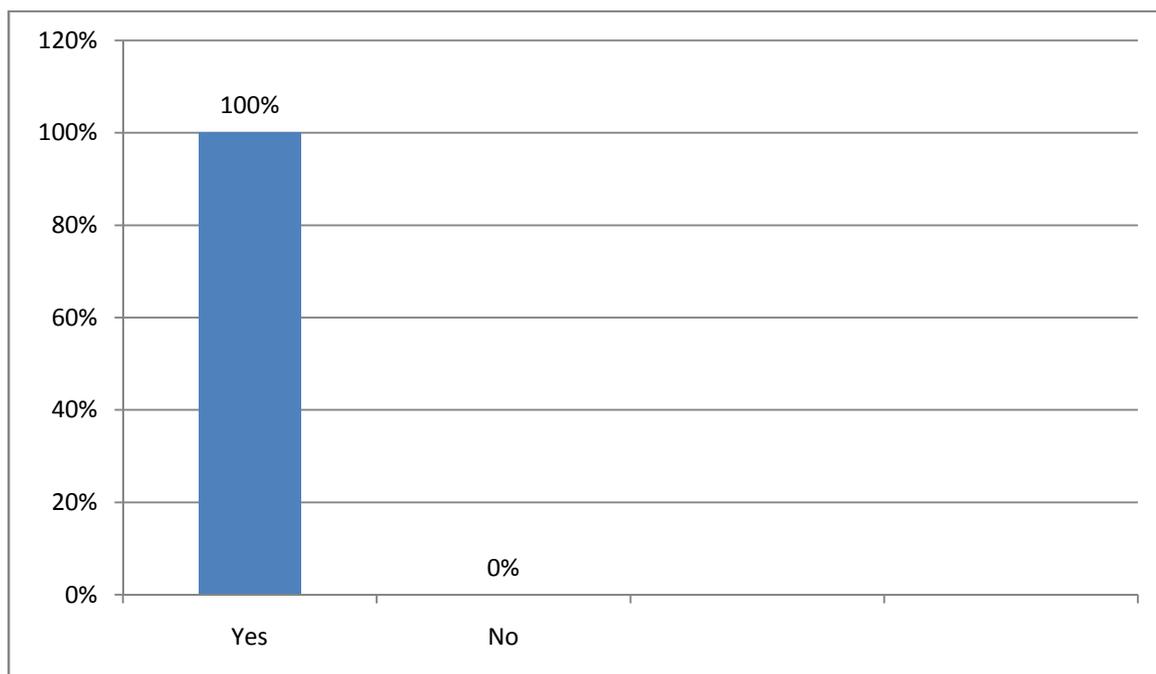


Figure07: Student's Need of Vocabulary to Master a New Language

In this question all students (100%) believe that mastering a certain language is relying on the vocabulary they have, the results reflect the student's positive perceptions toward the importance of vocabulary in learning foreign languages.

Please justify your answer:

Students believed that vocabulary is essential in mastering a new language because it is the basis of all language. It's the raw building blocks that we can use to express our thought and ideas ,share information ,understand others and grow personal relationships. For them,

vocabulary enrichment determines the communicative competence . Without sufficient vocabulary one cannot communicate effectively and cannot express his or her ideas through written or spoken language. Students declared that vocabulary enrichment enables an individual to speak, write, and read confidently. It allows them to build rich representations of words, so that it facilitates their comprehension of increasingly complex terms because the knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency.

Q8: How do you assess your vocabulary skills?

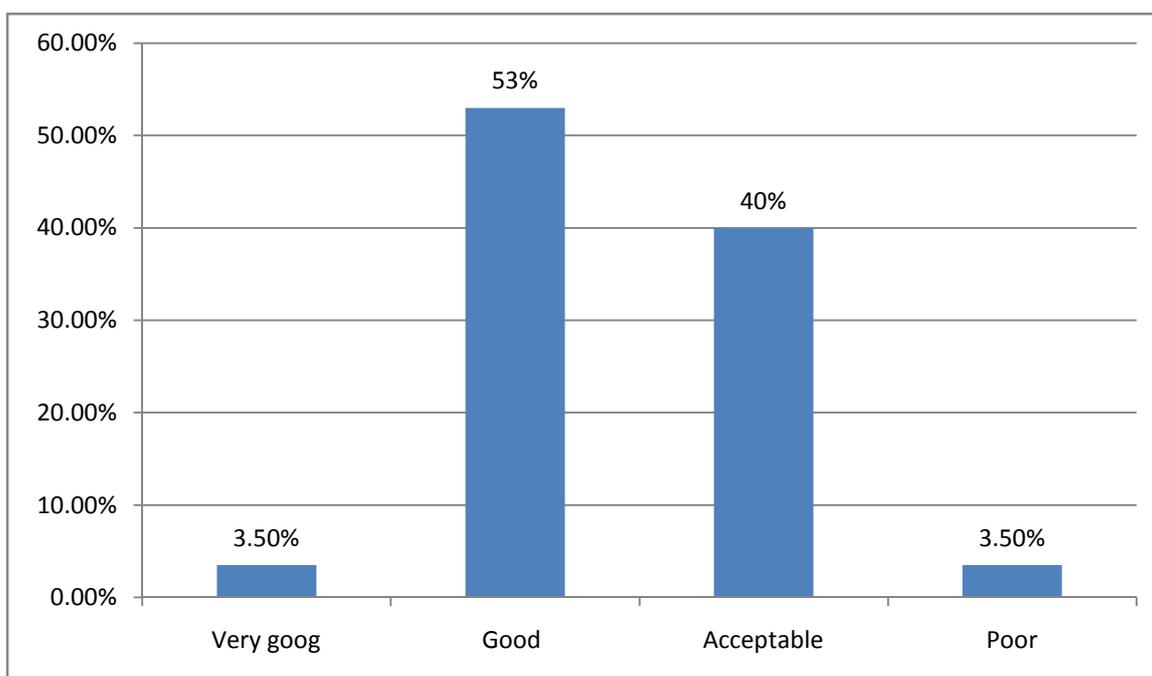


Figure08: Student’s Self Assessment of their Vocabulary Skills

As the results show, in the assessment of vocabulary skills, 53% of learners assess their vocabulary skills as good skills. 40% of them considered them as acceptable skills; however, the percentages between the learners that considered their skills as “very good” and “poor” are equivalent (3.5%). Here the level is also intermediate because the majority

of learners agreed that their level of vocabulary skills is stranded between “good” and “acceptable”, this assessment is pass back to their capacities of “listening”, “speaking”, writing, and “reading” and the way they develop their skills and ideas, if they are interested or not with improving themselves and their capabilities and express their opinions freely without any depression.

Q9: which approach of vocabulary teaching do you prefer?

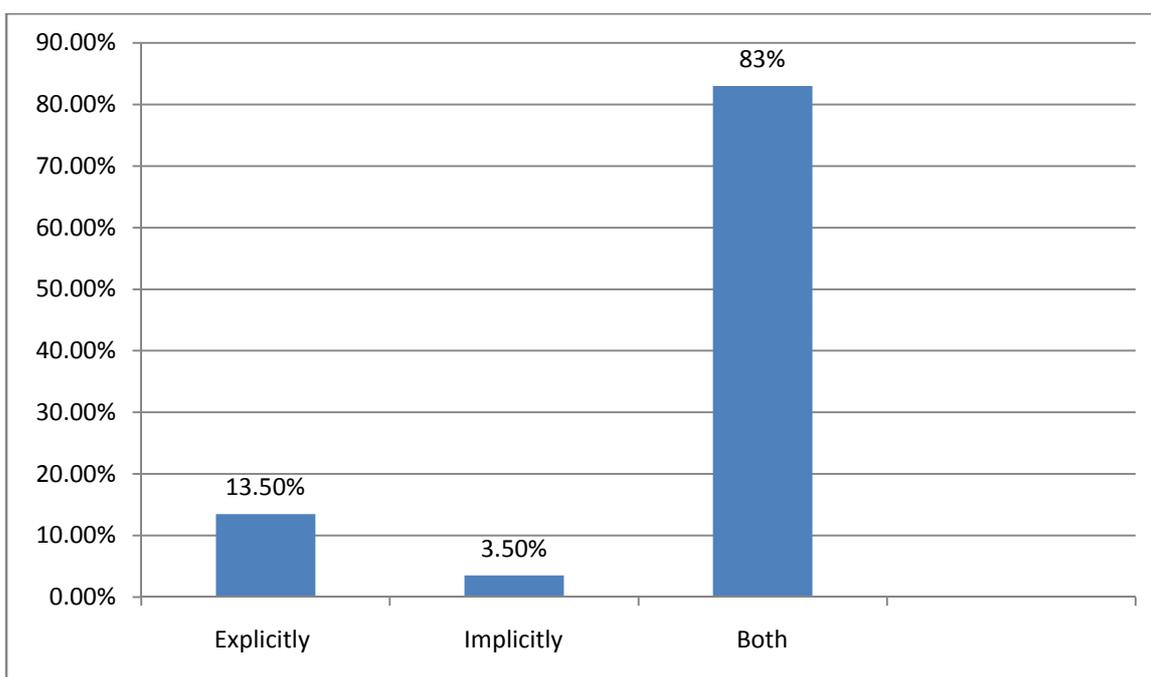


Figure09: Student's Preferred approach of Learning Vocabulary

This question seeks to know the student's preferred method to learn vocabulary, as the results show above most of students (83%) agree that vocabulary must be learned explicitly and implicitly (both approaches); thus they find reading and listening as an implicit method very important as well as the explicit method which consists of using different activities to pick up new terms like memorizing lists of words .The use of both explicit and implicit vocabulary teaching strategies has given students enough chance to practice and learn new vocabulary items and has greatly influenced student's vocabulary

size , and as a result ,has reflected positively upon their language skills. (13.5%) of students selected the explicit approach to vocabulary learning because it helps in increasing student’s word knowledge skills. Only (3.5 %) believed that vocabulary should be learned implicitly because they confirmed that it allows the students to make their own conclusions and create their own conceptual structure.

Q10: When you come across a new term, how do you normally find out its meaning?

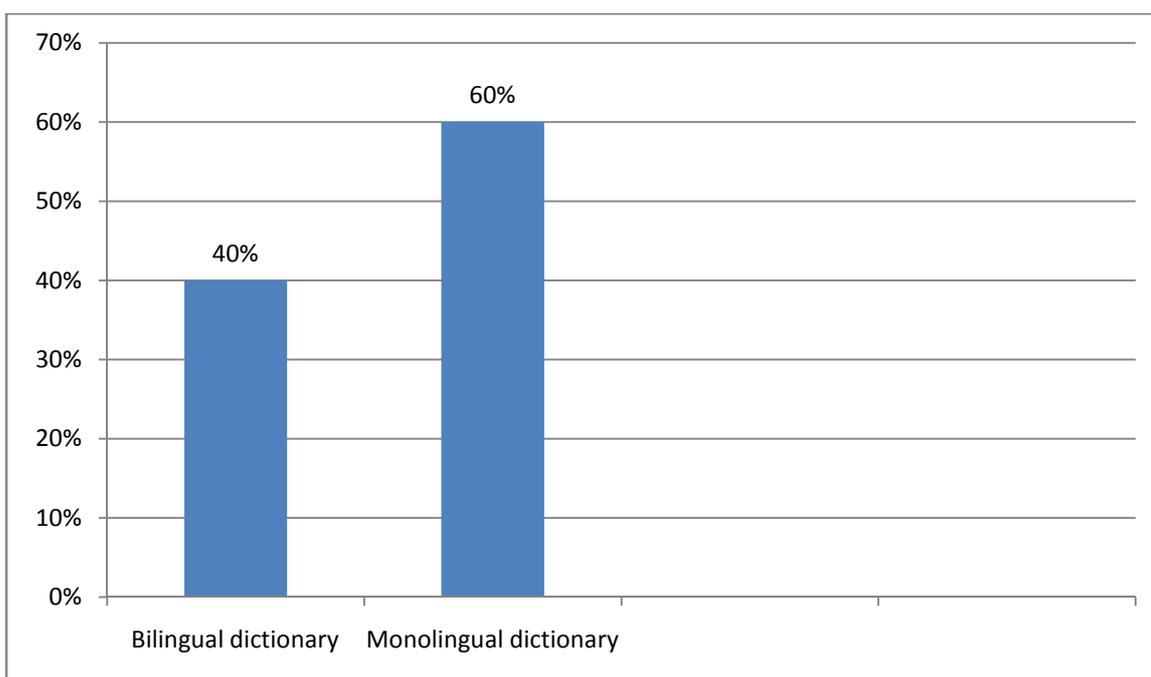


Figure10: Student’s Preferred Types of Dictionaries to Check New Terms

As the data show above the greater percentage of learners (60%) prefer to use a bilingual dictionary; however, the percentage is somehow approximate to the monolingual dictionary users (40%). For those who choose the BLD believed that BLD helps them to understand quickly and easily via translating the word from one language to another, and also help them with needed information (BLD are good for quick consultation). However those who find themselves more comfortable when using monolingual dictionaries

believed that MLD are more available and accessible and help them more to get the exact meaning .

Dictionaries improve language proficiency at the level of word and aid in covering the gap between the first and the second language. However, this improvement differs from one dictionary to another.

SECTION THREE: Bilingual and Monolingual Dictionaries

Q11: When you are encountering a difficulty in understanding word's meaning what do you prefer to use?

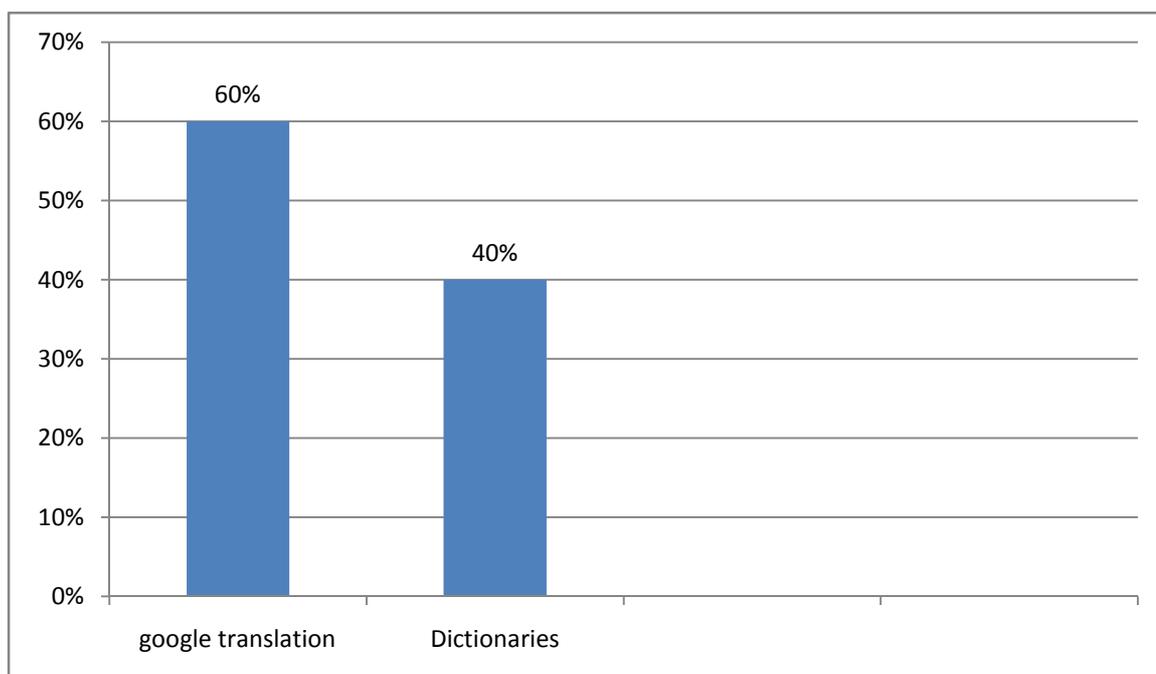


Figure11: The Most type of Dictionary Used by Students

As we mentioned in the theoretical part that a dictionary could be printed or electronic. This question seeks to know which form of dictionaries students mostly use when they looking for a word's meaning. As the results show above the majority of students (36 out of 60) prefer to use Google translation (electronic form) with the

percentage of (60%), because they find it easy, quick to use, provide them with the correct pronunciation of the word by using the capacity of speaking, and also are available for free. Twenty four (24) students claimed that they prefer printed dictionaries with the percentage of (40%) maybe because they find it more detailed and, it provides more types of information that are not available in most electronic dictionary such as grammatical information.

Q12: Do you have a personal dictionary? If yes, which kind?

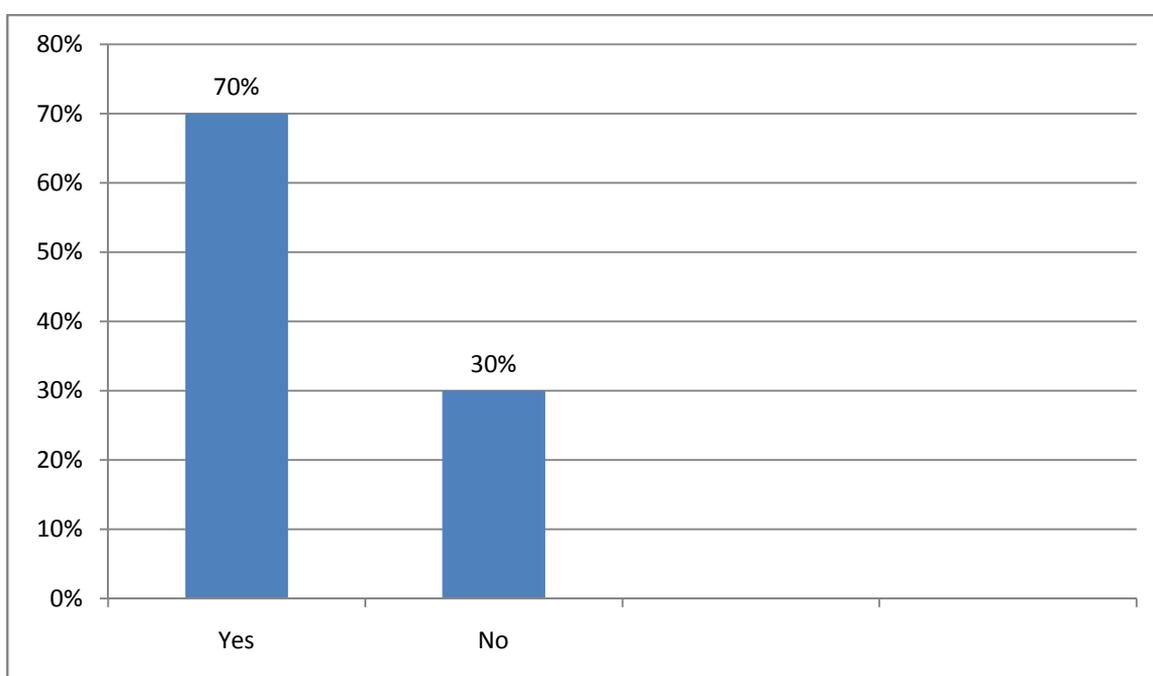


Figure12: Learners' Possession of Dictionary

The majority of the students (70%) affirm that they have a personal dictionary, while 30% do not have. For the one who have personal dictionaries, they believe that using a dictionary in their studies may enhance their vocabulary learning and improve their chances of being a fluent speaker or a good communicator, and also facilitate the vocabulary process and motivate them to develop it because dictionary is an effective tool

of acquiring vocabulary. But for those who don't have personal dictionaries; they affirm that they can guess the meaning of the word through other methods.

If yes , which kind of dictionaries is it ?

- The monolingual dictionary “The Oxford dictionary “, “Cambridge dictionary “
- The bilingual dictionary “English –Arabic “dictionary.

The aim of this question is to specify the answers of learners on which kind they use most of the students states the Oxford dictionary because it may suits their needs .

Q13: How do you consider the importance of using dictionaries?

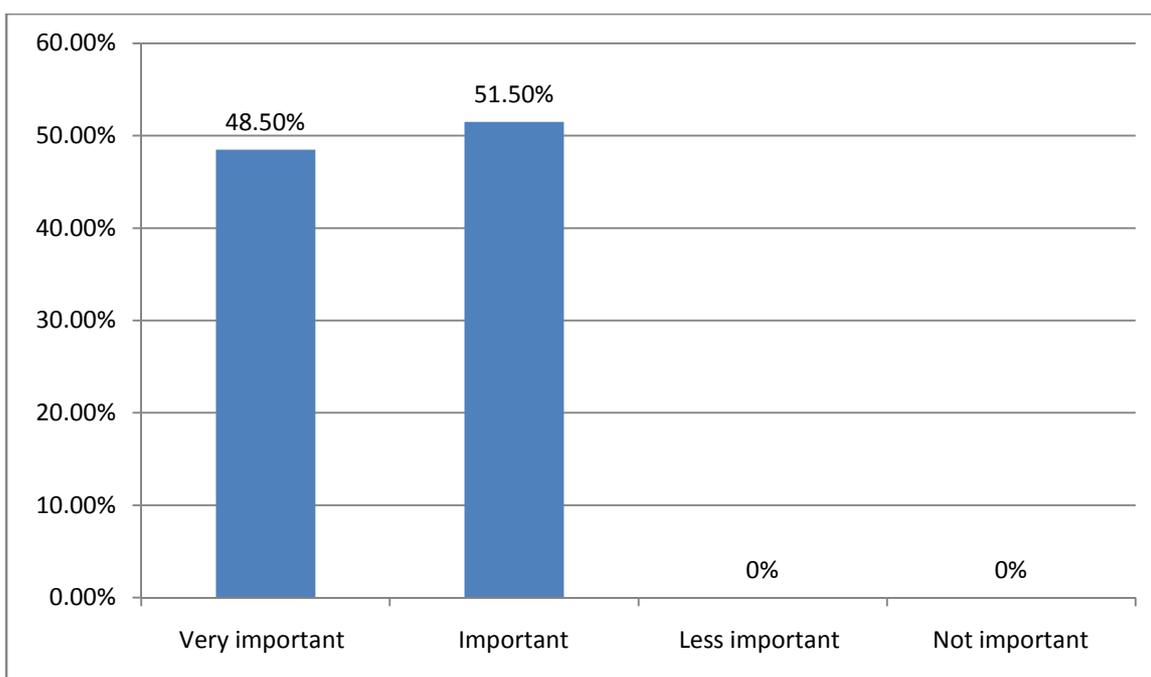


Figure13: Student’s Perception towards the Importance of Using Dictionaries

From the above results, it is shown that all students are aware of the importance of the dictionary in learning foreign languages, (58.5%) said that the dictionary is very important while (41.5 %) declared that the use of dictionary is important. No one of the participants mentioned the choice of less important or not important at all. Thus the use of

a dictionary is very essential during the time of studying and even in daily activities because it help students to understand subjects better, master important concepts, improve their communication skills, improve their grades by making sure that they are using words correctly .They also confirm that the dictionary is an indispensable resource to improve their vocabulary skills. So dictionary is an important tool in any language process because it facilitates the acquirement of new terms. Generally speaking, in a teaching / learning situation, therefore, dictionary training should be an integral part of any syllabus.

Q14: For which purposes do you use a dictionary?

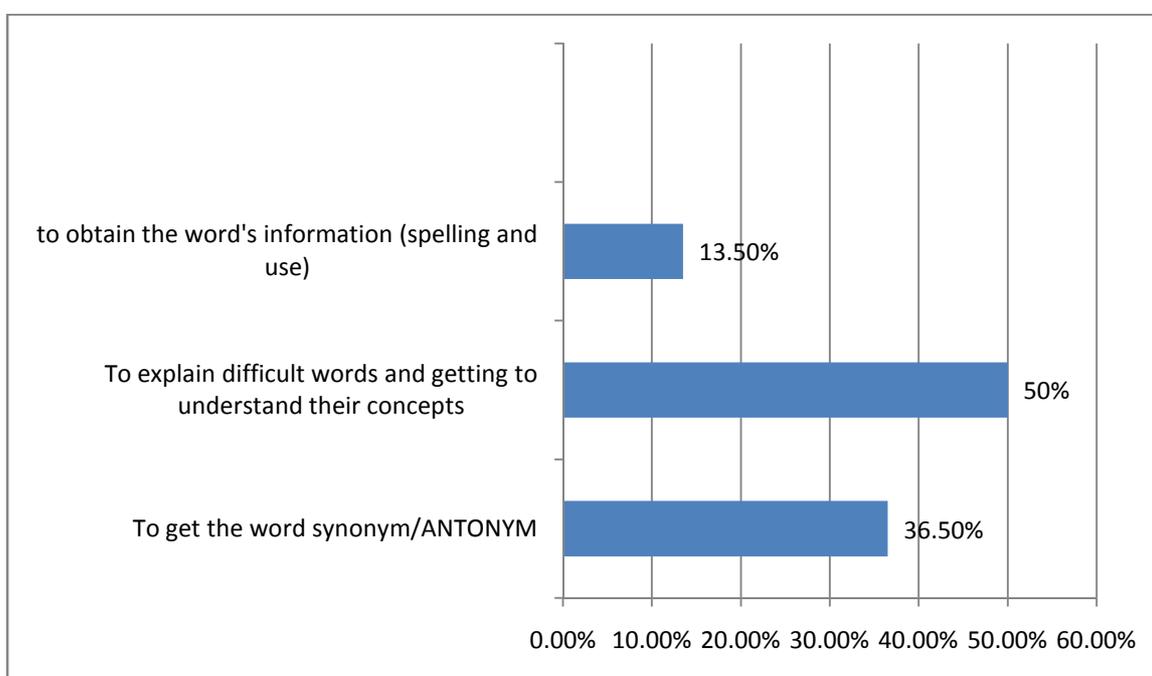


Figure14: Student's Needs for Using Dictionary

As it is appeared above, 50% of the students find themselves in need to use a dictionary to explain difficult words and getting to understand their concept. As foreign language learners, they will face many struggles and difficulties in explaining items and comprehend their concept. In this context, dictionaries play an essential role helping

students in their daily learning practices. Students mostly use dictionaries to achieve this goal.

36.5% of learners stated that they use dictionaries to get the word synonym / antonym; they believed that a dictionary enable them to get the word meaning (equivalent) or even its antonym (in other language or in the same language) easily and do not spend too much time discussing it with others or guess its meaning from context, motivating them to search more on synonyms and antonyms of any word they faced a difficulty while using it.

13.5% of learners thought that a dictionary is founded to obtain the words information. With the help of a dictionary any word like spelling, pronunciation, examples, use, etc...

At the end every learner uses the dictionary for different purposes but the main one is that it is the tool which is all the time accompanied them.

Q15: Which type of dictionaries do you prefer to use and find more helpful when translating a text?

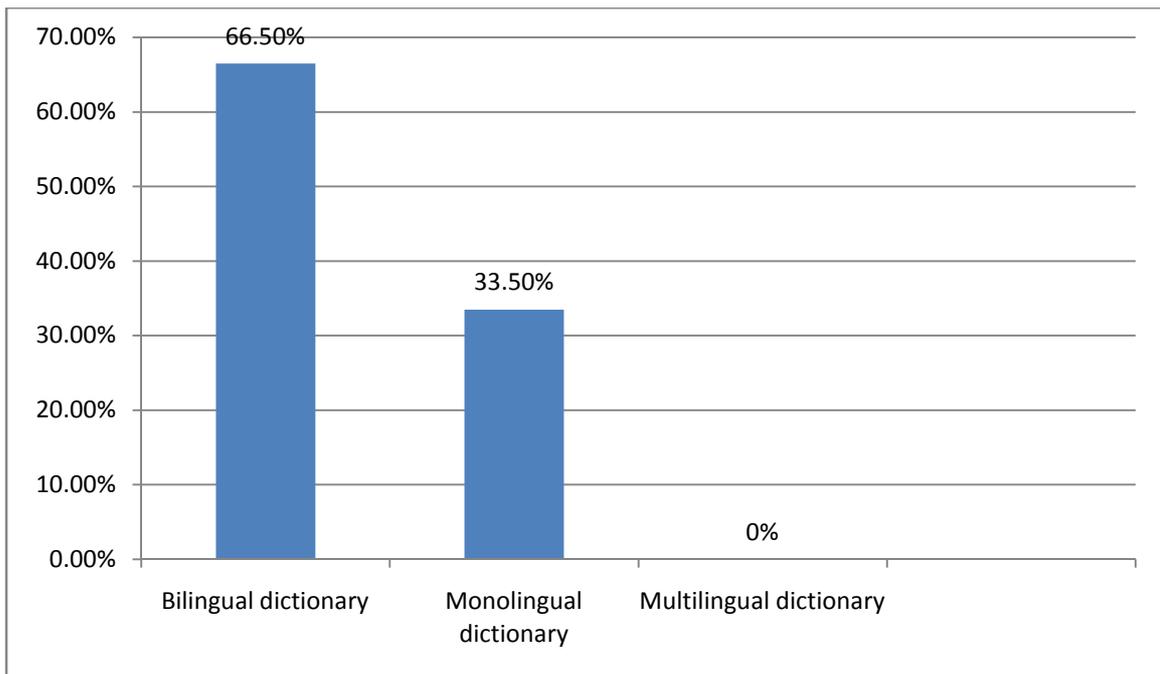


Figure15: Student’s Preference Kind of Dictionary that it is more Helpful while Translate a Text

We asked this question in order to know which kind of dictionary student find it more helpful during translating a certain text. The majority of students at (66.5%) argued that the bilingual dictionary is the kind that they use while translate a text, the rest at (33.5%) claimed that they use the monolingual dictionary.

Please justify your answer;

Students who chose the bilingual dictionary they justified their answers saying that they need to know the meaning of terms in their first language so they can easily switch from their mother tongue to the foreign language. However students who preferred to use the monolingual dictionary justified that they need to know the meaning of the words looking for in English and to learn words in the English language without translating them into other languages.

Q16: Do you think that a Monolingual Dictionary and a Bilingual Dictionary will enrich your vocabulary bank?

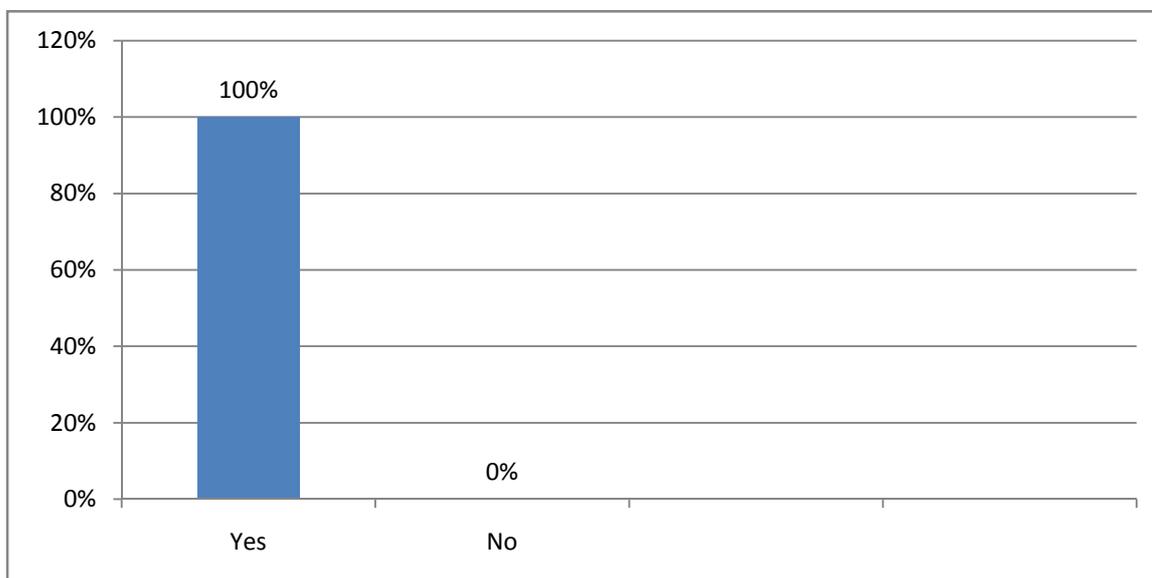


Figure16: Student’s Attitudes towards the Important of Monolingual and Bilingual Dictionaries in Enriching their Vocabulary

As the question denotes, the objective is to know whether the monolingual dictionary or the bilingual dictionary will enrich the vocabulary bank of learners, i.e. students’ perceptions about the use of MLD and BLD in improving their vocabulary. All of the participants agreed that both of MLD and BLD rich their vocabulary reservoir. (None of the learners said No, all of the answers were with a Yes)

Please justify your answer

Dictionaries in general enrich our vocabulary package. Monolingual dictionary provide detailed explanations that helps in acquiring new English, bilingual dictionary helps learners to understand the concept and get the idea so that can rich their word repertoire. Both of them help to get into thinking in the target language so that it facilitates their various language activities. MLD and BLD simplify the translation on learners and

this simplicity helps them to acquire new words easily. For example, BLD works better with beginners who are learning English as a second language because their knowledge of vocabulary is still growing especially in foreign language texts. MLD includes examples, translation To improve learners' skills in English. As the results indicates, respondents have positive perceptions towards the use of MLD and BLD, this is clearly stated through their answers, all the results highlighted the importance of MLD and BLD in EFL learning because both types enrich learner's vocabulary bank.

Q17: For which purpose do use Bilingual dictionaries?

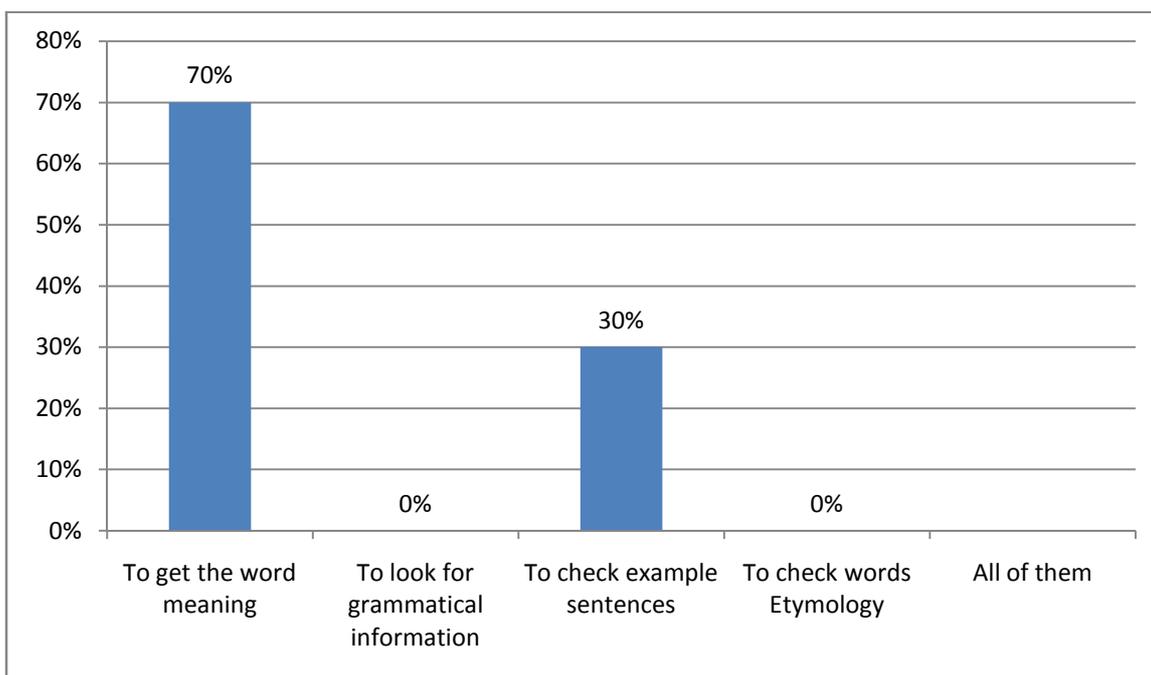


Figure17: Student's Uses of Bilingual Dictionary

The majority of students agreed that they use the bilingual dictionary to get the word meaning (70%); (30%) said that they use it to check example sentences in order to understand the concept; however, no one of the participants use the bilingual dictionary to look for grammatical information or to check the words etymology because this kind of dictionary has not too much information to provide students with. Its main purpose is to help learners to translate words from the target language to their mother language directly . Furthermore, a bilingual dictionary can solve the beginner's problems of understanding definitions in the new language , or of not being sure which word to look up , it may also serve them longer , as anyone- from beginners to advanced students –can benefit from it because a bilingual dictionary offers non-advanced learners in particular a quick answer to their language need , an answer that they can understand immediately without having to worry about the complexities of a language they are still struggling to master .

Q18: For which purpose do you use monolingual dictionaries?

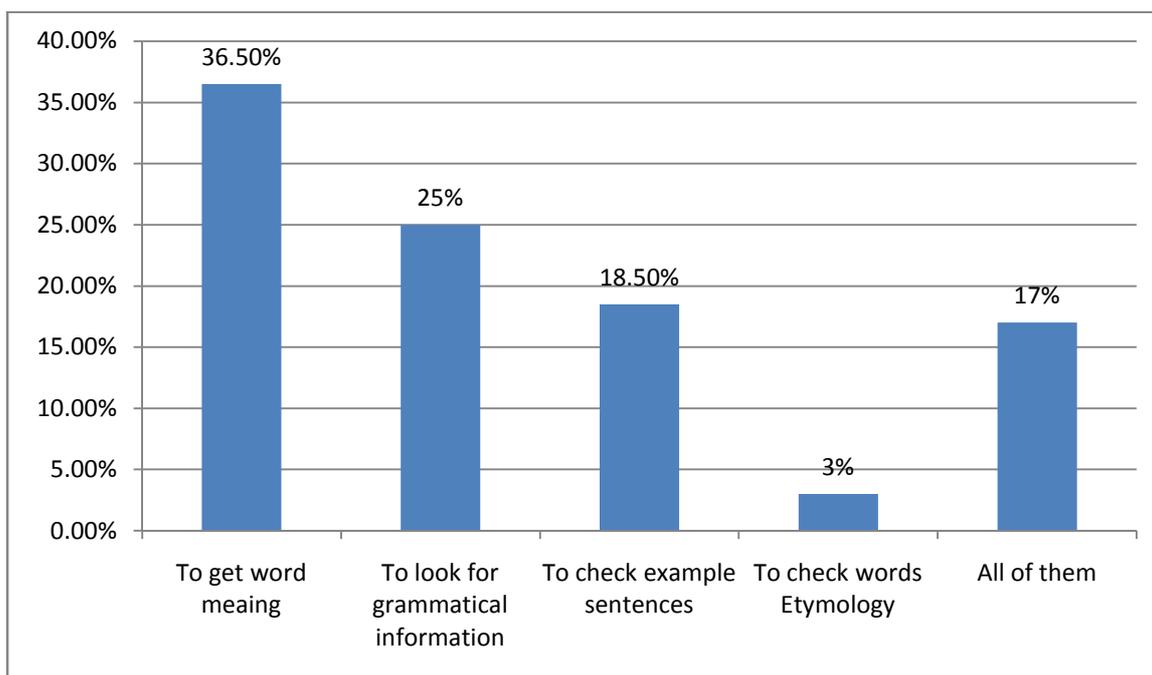


Figure18: Student's Uses of Monolingual Dictionary

The question seeks to know what learners mostly use the monolingual dictionary for “meaning”; as the basis category of dictionary, proved itself as the most important aspect in knowing a word since it is the category with the highest frequency (36.5%) to be looked for in the dictionary. Students in this case agreed that the best benefit of MLD is that it gives the correct and detailed meaning of word i.e. detailed explanation s (in depth) that acquire new language and makes use of second language in a simple way .

As a second aspect learners use MLD to look for grammatical words (25%), because it includes a sort of information that may rich the learner's average; key phrase, form (spelling, pronunciation), headword, syllabification and even composition of words, etc... So that learners can access a wealth of knowledge using MLD.

As a third category or aspect learners use MLD to check example sentences (18.5%), in this case learners stated that MLD includes examples that help them directly or

indirectly in the learning of a new word. There is a kind of learners that face a difficulty while using a new word; however, if they saw the word in some example sentences they can easily understand its exact meaning and may also use it in different concepts.

As the fourth category learners use MLD to check words etymology (3%), just a few numbers of participants are interested in this field. In this aspect the learners are looking for the origins or the nature of words.

The last one which gathered all the information above with 17 % of the whole percentage (all of them), i.e. the learners use monolingual dictionary to obtain all the aspects above and rich them all at the same time. And which represents the typical answer because MLD have a lot of advantages and purposes of use that can benefit from in learning a foreign language.

Q19: Which kind of dictionaries helps you to get the exact and the correct meaning of the word?

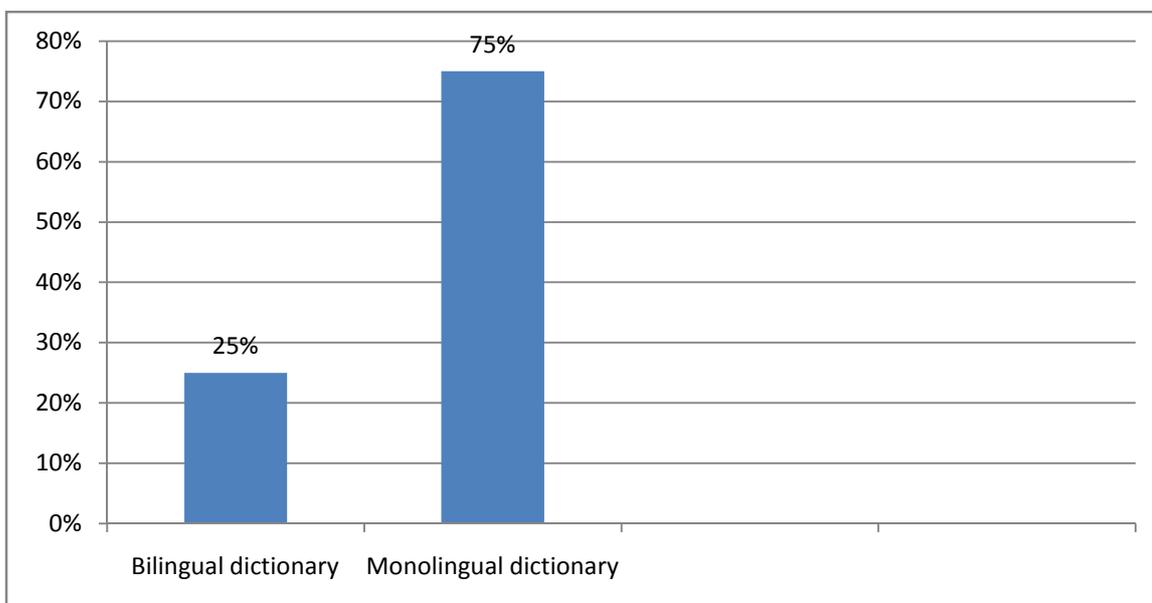


Figure19: Student Preferred Kind of dictionary that's help theme to get the exact meaning of the word

As the results show, using the monolingual dictionary to get the exact and correct meaning is indicated by the majority of students (75%). However, only (25%) picked the bilingual dictionary.

Please justify your answer;

Most students justified their answer saying that the monolingual dictionary gives them the exact and the equivalent term they looking for also, the monolingual dictionary has detailed explanations, and descriptions of words and some dictionaries even give the use of a word in different contexts.

2.4. Summary of the Findings:

- Most of the students have good experience with learning the English language.
- The majority of students affirm that they have a good and average English vocabulary level.
- Most of the students learn English to enrich their vocabulary and becoming fluent speakers.
- Students are aware of the importance of vocabulary learning in English language.
- Most of the students declared that they have a good and acceptable vocabulary skills.
- The majority of the students believed that vocabulary should be learned in both methods explicitly and implicitly.
- Most of the students declared that they use the bilingual dictionary as well as the monolingual dictionary when they are searching on word's meaning.
- Most of the students prefer to use electronic dictionaries.
- The majority of the students have personal dictionaries.

- Oxford is the most kind of dictionaries used by students who have monolingual dictionary.
- English_ Arabic is the most kind of dictionaries use by students who have bilingual dictionary.
- Students are aware of the importance of using dictionaries to enhance their vocabulary.
- Most of students find themselves in need to use a dictionary to explain difficult word and getting to understand their concept.
- Students preferred to use the bilingual dictionary when they translate texts.
- Students have positive perceptions towards the use of monolingual dictionaries and bilingual dictionaries.
- Students mostly use the bilingual dictionary to look for the word meaning.
- Students mostly use the monolingual dictionary to achieve different aspects as getting the word meaning and look for grammatical information.
- Students use the monolingual dictionary to get the exact and the correct meaning of items.

2.5.Interpretation

This part sheds the light on the discussion and interpretation of the main results collected from the students 'questionnaire regarding the stated hypothesis. Consequently it will check if this hypothesis is accepted or rejected.

This study was carried out to investigate the learner's positive perception towards the use of bilingual and monolingual dictionary as a teaching technique on vocabulary achievement of third year students of Mouhammed Seddik Ben Yahia university of English language. The findings are discussed in relation to the research aims as the following.

According to the results of the survey, third-year students realise the importance of acquiring English vocabulary that has encouraged them to use the dictionary as a learning tool based on their personal preferences .The results have shown that all the students are aware of the importance of having a large size of vocabulary items in order to help them in mastering a language, and the dictionary is a strategy which has a crucial role in helping students to enhance their vocabulary. The majority of participants regard the use of dictionary as an effective strategy that facilitate the learning process . It was also proven that EFL students use the monolingual and the bilingual dictionary for different tasks during their learning process this highlights the importance of dictionaries as an aid for language learning. The results of the questionnaire generally confirm the hypotheses of our study.

First, most of students have a personal dictionary that reflects their awareness of the importance of using dictionary in EFL classes; they use it oftentimes to explain difficult words, understand their concept, and to get their synonym and antonym.

Second, learners used dictionaries that help them more in their own preferences without teachers 'imposition. The most type used by students when they face a new term and during the translation process is the bilingual dictionary in its electronic form, We found that one of the reasons which lead them to prefer the bilingual dictionary in its electronic form over the other types is that the bilingual dictionaries help them to get directly the word's meaning they looking for in their mother tongue which make the process of vocabulary's memorization easy especially for student who consider as beginner in language learning classes ,furthermore electronic dictionaries are available for free , easier to use and they provide options that printed dictionaries do not provide as the pronunciation 's capacity. Nevertheless we found that printed dictionaries did not lose its popularity among students yet, and they still using it very often.

Third, students use the monolingual dictionary to look for grammatical information as well as to get the exact and the correct meaning of the word, because they find this kind of dictionaries has a lot of information about the target language, and more detailed which help them to think in English and infer the meaning in their mother tongue without using the bilingual dictionary.

To conclude , we can say that students 's use of the monolingual and bilingual dictionaries is quit approximately ,and in general student's preferred kind of dictionary depends on their language experience and on the kind of the task they are working on, thus every student choose the kind of dictionary which suit his/her needs and thoughts.

3. Limitation of the Study

As in the case of the majority of Master research papers in English language teaching, a number of limitations of this research can be pinpointed. The most important ones are presented here:

- The limited time to collect data was not enough, it would be better if we had more extra time.
- Some students refused to answer the questionnaire, and if they answer they do not justify their answers, while some of them were absent.
- The lack of resources especially about dictionaries.
- The findings of this research cannot be generalized; because the results merely concern about third year license learners of Mouhamed Seddik Ben Yahia University; thus if we change the sample and the culture, the findings would change.

The questionnaire was delivered during the period of exams, so there was a problem of overcrowding, the students were depressed and also it was impossible for us to make each

participant answer individually to avoid the resemblance of answers and the exchanging of ideas between learners.

4. Suggestions for Further Researches:

The current study was conducted in only one university Mohammed Seddik Ben Yahia Jijel-Algeria. As a first recommendation for further researches, we suggest that, more research may include other universities, or other levels; for instance, the middle school, or high school in Algeria or to collect more information and data regarding the level English proficiency.

The second recommendation is the possibility of conducting the same research; but through classroom practices or observation; i.e. using other tools of research such as the experimental method for instance, to examine to what extent the use of monolingual dictionary and bilingual dictionary may facilitate the English language learning in EFL classes and enhance learner's vocabulary repertoire.

Finally, we recommend conducting an experiment of a comparative study between the monolingual and the bilingual dictionaries on a large sample to have more valid results.

Conclusion

This chapter presented the practical part of the current study which described an analysis for the student's questionnaire on the purpose of investigating their perceptions and attitudes about the use of bilingual and monolingual dictionaries to enrich vocabulary. The analysis and the discussion of the results confirm our hypothesis which presented that students would have positive perceptions towards the use BLD and MLD for the progressiveness of vocabulary enrichment.

General Conclusion

To conclude, before mastering language skills, we must acquire vocabulary, which represents the most important component of language. In order to be proficient and accomplish the learning of different languages, EFL learners should acquire their knowledge through enriching their vocabulary to improve themselves. In learning vocabulary, students use different tools .Dictionaries are known as the most useful tool in enhancing vocabulary bank. A considerable number of research studies pointed out that bilingual and monolingual dictionaries are represented as the most beneficial kinds of dictionaries that help in vocabulary enrichment. The aim of this research is to investigate EFL third year students' perceptions towards the use of bilingual and monolingual dictionaries in enriching vocabulary learning in the English department of Mouhamed Seddik Ben Yahia university. We used the student's questionnaire to assert our hypothesis; this last has been designed to investigate if EFL learners have positive perceptions towards the use of bilingual and monolingual dictionaries and their effect on students' vocabulary enrichment. In general, the findings showed that our hypothesis was confirmed. Bilingual and monolingual dictionaries play a crucial role in enriching vocabulary process. The analysis of the practical part and the points of the literature review also shed light on what type of dictionary is mostly used by learners and in which concept, which means that students used dictionaries according to their needs.

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APPENDIX

INTRODUCTION

This questionnaire is a part of a research work carried out for the purpose of obtaining a Master degree in Language Sciences and Didactics of English as a foreign language. The researcher will analyze all the data that is collected through the research tools (Student's questionnaire). This investigation aims to describe the learner's perceptions towards the use of Bilingual and Monolingual Dictionaries.

You are kindly requested to answer the questions by putting a tick in the appropriate box (es) or by providing a full statement whenever necessary.

Your contribution is very much appreciated.

SECTION ONE: Personal Information

- What is your gender?

a/ Male. b/Female.

- what is your age?

17-20 years old. 20-25 years old . 25-30years old. more than 30 years old.

- For how long have you been studying English?

a/ 3-5years . 5-8 years . more than 8 years.

- How would you rate your level of English?

a/ Excellent. b/ good. c/Average. d/Acceptable. e/weak.

SECTION TWO: Vocabulary Acquisition

- For which purposes do you learn English?

a/Enriching vocabulary. b/ Enriching my grammar. c/Becoming a fluent speaker.

Please justify your answer:

.....

.....

- According to your opinion ,how important it is to learn new vocabulary?

a/ Very important . b/ Important . c/ Not important.

- Do you believe that vocabulary is important to master a language?

a/Yes. b/No .

Please justify your answer:

.....
.....

- How do you assess your vocabulary skills?

a/ Very good . b/ Good . c/ Acceptable. d/ Poor.

- In which approach do you think vocabulary should be learned:

a/ Explicitly. b/ Implicitly. c/ Both.

- Which type of dictionary do usually use?

a/ check a bilingual dictionary . b/check a monolingual dictionary.

SECTION THREE: Bilingual and Monolingual Dictionaries

- When you are encountering a difficulty in understanding word's meaning do you prefer to use:

a/Google translation. b/ Dictionaries .

- Do you have a personal dictionary?

a/Yes. b/ No.

If yes , which kind of dictionaries is it?

-
- How do you consider the importance of using dictionaries?

- a/Very important. b/ Important . c/ Less important . d/ Not important at all.

- For which purposes do you use a dictionary?

a/ To get the word synonym / Antonym.

b/ To explain difficult words and getting to understand their concept.

c/ To obtain the word's information (spelling and use).

- Which type of dictionaries you prefer to use and find it more helpful when translating a text?

Please justify your answer:

a/ Bilingual Dictionary.

b/ Monolingual Dictionary .

c/ Multilingual Dictionary.

-
-
- Do you think that a Monolingual Dictionary and a Bilingual Dictionary will enrich your vocabulary bank?

a/ Yes. b/ No .

Please justify your answer:

-
-
- For which purposes do you use bilingual dictionaries?

a/To get the word meaning .

b/To look for grammatical information .

c/To check example sentences .

d/ To check words Etymology .

c/All of them .

- For which purposes do you use monolingual dictionaries?

a/To get the word meaning .

b/To look for grammatical information .

c/To check example sentences .

d/ To check words Etymology .

c/All of them.

- Which kind of dictionaries helps you to get the exact and the correct meaning of the word?

a/Monolingual dictionaries.

b/Bilingual dictionaries.

Please justify your answer:

.....

.....

Résumé

Le but de cette étude est d'étudier les perceptions des étudiants de troisième année licence au département d'anglais de Mohammed Seddik Ben yahia, Jijel 2021-2022 à l'égard de l'utilisation des dictionnaires bilingues et monolingues pour enrichir l'apprentissage de leur vocabulaire. Nous avons émis l'hypothèse que les apprenants auront une perception positive de l'utilisation des dictionnaires bilingues et monolingues pour améliorer leur vocabulaire. Pour tester notre hypothèse, une étude descriptive a été menée en formant un questionnaire pour les étudiants de troisième année licence qui était notre outil de collecte de données. Le questionnaire a été distribué sur soixante (60) étudiants de troisième année licence, à fin de déterminer quel type de dictionnaire ces derniers utilisent le plus, dans quel but et quel type de tâches ils l'utilisent le plus. Il vise également à détecter le point de vue des étudiants concernant l'utilisation des dictionnaires bilingues et monolingues dans leur acquisition du vocabulaire. De manière générale, ce questionnaire visait à examiner les choix et les préférences des étudiants concernant les dictionnaires bilingues et monolingues et le but derrière ces choix. Les résultats ont révélé que les étudiants ont vraiment une perception positive envers l'utilisation des dictionnaires bilingues et monolingues ; alors qu'ils choisissent principalement le type de dictionnaire qui correspond à leur style d'apprentissage, le type le plus facile à utiliser et qui convient à leurs besoins et à leurs pensées en fonction de leur expérience linguistique d'apprentissage.

Les mots clés : dictionnaires bilingues, dictionnaires monolingues, vocabulaire, perceptions

ملخص

يعود الهدف من هذه الدراسة إلى التعرف على تصورات الطالب، وتوجهاته بخصوص استخدام القواميس ثنائية اللغة، والقواميس أحادية اللغة في إثراء رصيده اللغوي، وقد جرت الدراسة على مستوى قسم اللغة الإنجليزية لجامعة محمد الصديق بن يحيى، حبل خلال السنة الجامعية 2021-2022. وقد تأسست دراستنا على الفرضية التي مفادها أنه سيكون لدى متعلمي اللغة الإنجليزية كلغة أجنبية تصور إيجابي اتجاه استخدام القواميس ثنائية اللغة والقواميس أحادية اللغة في تعزيز رصيدهم اللغوي. ولاختبار صحة فرضيتنا، أجرينا دراسة وصفية من خلال تشكيل استبيان لطلاب السنة الثالثة، والذي كان أداة لجمع البيانات لدراستنا، حيث تم توزيع الاستبيان على ستين (60) طالبا في السنة الثالثة ليسانس، للتحقيق في نوع القواميس التي يستخدمها الطلاب غالبا، ولأي غرض. كما يهدف إلى تحديد وجهة نظر الطلاب بخصوص استخدام القواميس ثنائية اللغة والقواميس أحادية اللغة في التحقق من معاني المفردات. وبشكل عام، يهدف هذا الاستبيان إلى التحقيق في خيارات الطالب فيما يتعلق بالقواميس ثنائية اللغة وأحادية اللغة والغرض من هذه الخيارات. وكشفت النتائج أن الطلاب لديهم بالفعل تصور إيجابي تجاه استخدام القواميس ثنائية اللغة والقواميس أحادية اللغة؛ بينما يختار الطلاب بشكل أساسي نوع القاموس الذي يناسب أسلوب تعلمهم، والنوع الأسهل في الاستخدام والذي يناسب احتياجاتهم وأفكارهم اعتمادا على تجربتهم اللغوية في التعلم.

الكلمات المفتاحية: قواميس ثنائية اللغة، قواميس أحادية اللغة، الرصيد اللغوي، تصورات.