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Teachers' and Learners' Attitudes towards the Use of Dictionary in Enhancing Vocabulary Learning .

The Case of Second Year EFL Pupils at Bouhrine Cherif Secondary School

Dissertation Submitted in Partial Fulfilment for the Requirements of the Master Degree in Didactics of Language

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2018

DEDICATION

"In the name of God, the Most Gracious, the Most Merciful."

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

I lovingly dedicate this work:

My dear mother, who worked hard to make me realize my dreams, the one who has always

Been kind, helpful, patient, tender, and tolerant;

My beloved father for his confidence in me, thank you for being proud of me all the time;

To my siblings, Nadjib, Wissam, Sirine and Wail;

My family members "uncles, aunts, cousins, my grandmother, my grandfather";

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My best friends, Djazira, Fatima, Imene, Meena, Yasmine, Ibtissam, Nadia ,Koka, Fatma zohra and Hayat

The dearest people to my heart for their love, affection and encouragement;

All strangers and enemies, who try to knock me down;

Everyone I love in my life.

Mima Milad

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“In the name of Allah, the most gracious, most merciful “

I dedicate this work:

To the light of my eyes my mother for her encouragement, sacrifices, prayers, patience, and endless love. I love you

To my brothers and my sisters

I appreciate their support, love and encouragement.

My friends, Meriem, Imene, Fatima, Meena, Yasmine, Rokia, Fatma Zohra and Hayat

I am really thankful for their love and emotional support whenever I was in need

To my uncle, Omar

Djazira

Acknowledgements

We would like first to thank ALLAH for giving us full energy to complete this work

We are grateful to our teacher and supervisor Mrs. Melek Rafika for her guidance and patience. Without her thoughtful comments and insightful advice, this work would not have been completed; our deep gratitude goes to her.

We are extremely grateful to our teacher and examining members of the jury.

We would thank everyone for the valuable collaboration that has made this project possible.

We owe also a debt of gratitude to all the participants who kindly provided us with the data required to bring the present research to a close.

Our deepest gratitude is offered to all the teachers of English who taught us from 1st year till 2nd year master degree.

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ABSTRACT

The present study is aimed mainly at investigating the attitudes of both EFL learners and teachers towards the use of dictionary in enhancing vocabulary learning at Bouhrine Cherif secondary school. To achieve that aim, two research tools were used: students' questionnaire and teachers' interview; students' questionnaire aimed at finding the students' point of view and perceptions towards their use of dictionary in their vocabulary achievement. Whereas, teachers' interview aimed at investigating whether the teachers are using dictionary as a pedagogical tool inside the classroom and if they encourage their students to check it frequently in order to enhance their vocabulary. The result obtained confirmed the hypothesis that if both teachers and learners use the dictionary while teaching and learning processes, their vocabulary will be enhanced, and helps to build up a set of vocabulary knowledge.

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List of Abbreviation and Symbols

EFL: English as a Foreign Language

e.g.: For example

etc.: and so forth

FL: Foreign Language

i.e.: That is to say

LLS: Language Learning Strategies

L1: First Language

L2 : Second Language

P: Page

Q: Question

VLS: Vocabulary Learning Strategies

%: Percentage

&: and

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1. Background of the Study

Language has a huge importance in expressing people's ideas and thoughts. It plays a crucial role in people's communication with each other; without language messages cannot be conveyed. Nowadays, people are interested in learning foreign languages, especially English; which is considered the dominant language in the world and it is widely used in all domains. As a result, people have shown a big interest in studying English and in order to master it, English learners should develop the four language skills first (writing, reading, speaking and listening) and one of the most important component that learners should be focus on in order to support these skills is vocabulary. According to Gass (1999) when we are going to learn new language, we must learn its vocabulary first. Also as a support to this view, Wilkins (1972) brings to light the importance of vocabulary and he demonstrates that without a large stock of words, the person cannot express himself even if he has perfect grammar knowledge. He asserts that "without grammar very little can be conveyed, without vocabulary nothing be conveyed" (p.111); this is the evidence that in learning language, grammar cannot stand alone without the presence of vocabulary knowledge i.e. in learning language, the vital importance is given to vocabulary. This view is supported by Dellar H and Hoching D before given to students in a recent course book: "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost anything with words" (cited in Thornbury 13). Hence, dictionary is one of the most common and useful tools for learners when they are about learning a language; it considered as an essential resource of learning languages. Dictionary is one of the important tools used widely to support learners in their vocabulary learning. Baxter (1980) asserts that dictionary is the first thing that learners need to buy before anything else when he is going to learn a language.

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Allen (1993) mentioned that "There should be at least one copy of a learner's dictionary in every English classroom, and students should be encouraged to use it". (p.86). Learner should be motivated and interested in using the dictionary. For that reason, we have to put a dictionary in every classroom. Min (2013) mentioned that dictionary is one of the most essential resources for language learners. Similarly, Nation (2001) stated that "dictionary use is a kind of language focused learning - the deliberate explicit study of words" (p.467). Dictionary plays essential role in enriching and enhancing learners' word knowledge through providing different types of information about vocabulary like meaning, spelling, pronunciation, usage, verb tenses...

Li (1998) "Dictionaries are among the most significant resources for knowledge of languages. They play a critical role in both native language acquisition and foreign language learning". Dictionary is not beneficial just for foreign language learners, but also to non-native teachers to help them in their teaching process.

2. The Statement of the Problem

In the field of foreign language learning, the learners are always in need to learn and enrich their vocabulary knowledge. Vocabulary has a crucial importance in learning any new language; it is one of the main aspects that has to be mastered and developed by the learner in order to acquire a language because in the lack of vocabulary, the learner cannot convey and express it thoughts and beliefs; without sufficient store of vocabulary knowledge, the learner finds himself unable to perform the language successfully. Maybe the techniques and the strategies that teachers implement during the lesson to teach vocabulary, or the learners' exiguous use of the dictionary, are the reasons behind the lack and the restricted amount of vocabulary. Dictionary is used as a pedagogical tool to help learners in developing and

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enhancing their vocabulary knowledge and it is very important to motivate learners to use dictionary frequently in order to enlarge their stock of vocabulary.

In this study, researchers will investigate whether teachers and learners have positive attitudes towards the use of dictionary in enhancing vocabulary learning of Bouhrine Cherif secondary school teachers and learners in Jijel.

3. Aims of the Study

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

- ✓ Investigating the attitudes of both "Bouhrine Cherif" secondary school teachers and learners towards the use of dictionaries in improving EFL learners' vocabulary learning.
- ✓ Exploring whether dictionary motivates EFL learners to a better achievements.

4. Research Questions

The research raises the following main questions:

- ❖ What are the learners' and teachers' attitudes towards the use of dictionary?
- ❖ Do Bouhrine Cherif secondary school learners (foreign language stream) really use dictionaries to enlarge and enhance their vocabulary learning?
- ❖ How does dictionary help 2nd year EFL learners to enlarge their vocabulary?

5. Research Hypotheses

On the basis of the above mentioned questions, it is hypothesized that if EFL learners use dictionary, their vocabulary will be enhanced and developed.

6. Research Methodology

The methodology used in carrying out the field of investigation relies on a mixed type of quantitative and qualitative paradigms. Quantitative data were derived from an interview and the qualitative data were obtained from the survey questionnaire. These mixed types of research paradigms help the researchers to collect different types of data from different informants. The integration of the quantitative and the qualitative research paradigms is very important for a better investigation of the research problems because the two paradigms sustain and reinforce each other.

The questionnaire is administered for secondary school learners (foreign languages stream) to investigate their attitudes towards dictionary as an effective tool in enhancing vocabulary knowledge. The interview on the other hand, is used to gather secondary school EFL teachers' attitudes towards the vocabulary learning process by the help of dictionary. After that, we will compare the results of the questionnaire with those of the interview.

7. Structure of the Study

This piece of research will begin with an introduction which is an overview of the topic, and then followed by two chapters. The first chapter consists of two theoretical sections. The first section will introduce types and the description of vocabulary. In addition, to the importance of learning vocabulary and how it should be taught in EFL classes. Also, it deals with the strategies, techniques and principles that should be followed in order to master and develop a language. At the end of the section we mentioned the two kinds of vocabulary assessment. The second section will shed light on the use of dictionary in language learning and its role in enhancing vocabulary learning and mentions some skills, methods and strategies which help the learner to use dictionary effectively. The second chapter is

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concerned with the methodology, data analysis and the results of the study; this chapter is divided into two sections. The first one includes a short description of the research methodology implemented in the practical part of this study, namely students' questionnaire and teachers' interview, and the second section, deals with the interpretation and the discussion of the questionnaires' and the interviews' results.

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Section One: Vocabulary and Language Learning

Introduction

Vocabulary knowledge is one of the central elements to understand a foreign language. It facilitates the process of language acquisition. Thus, it offers an important insight into foreign language learning that can be helpful to develop student's knowledge. This chapter will discuss the concept of vocabulary as well as related areas in the vocabulary acquisition. In addition to the definition of vocabulary, this chapter tackles vocabulary types and dimensions. Also, it deals with the components of word knowledge. Then, it examines the vocabulary learning strategies. Finally, it will present the importance of learning vocabulary and teaching vocabulary in EFL classes.

Accordingly, the present chapter is presented in two sections; the first section is devoted to present the importance of vocabulary in learning language. The second section aimed to express the dictionary use in enhancing vocabulary learning process

1.1. Definition of vocabulary

Various definitions have been supplied to the concept of vocabulary, all of which consider vocabulary, basically, as that someone knows, learns, or uses.

The noun vocabulary came to refer to the ‘ ‘ range of Language of a person or group ‘ ‘. Vocabulary usually developed with age, or serves as a useful and fundamental tool for communication and acquiring knowledge.

Newman & Dweyer (2009) assert that “Vocabulary can be defined as words we must know to communicate effectively; words speaking (expressive vocabulary and words in

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listening) (respective vocabulary)” (p.385). This means that vocabulary growth leads to improve reading comprehension, and the amount of reading leads to vocabulary growth.

Hornby (1995) defined vocabulary as “the total number of words in a language; vocabulary is a list of words with their meaning”. I.e. students acquire a large amount of vocabulary through the process of memorization in order to enlarge their vocabulary learning.

MC Cathy (1990) said that “vocabulary includes items and phrases or chunks of many words which cope a particular meaning” (p 12). From this quotation, vocabulary has to do with words, as well as, different lexical items are associated with specific meaning.

Laufer (1997) says “vocabulary is words that are slightly familiar in a particular context, as both would require conscious attention during reading...” (p.22). From this quotation, students learn the meanings of most words indirectly, through every day experiences with oral and written language.

From the definitions above, it can be said that vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. That is the reason why it is important to learn vocabulary.

1.2. Types of vocabulary

Some experts like Hamer (1991) distinguished between these two types of vocabulary. The first type of vocabulary is active vocabulary; it refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one is passive vocabulary; it refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Hay Craft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

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1.2.1. Receptive Vocabulary

Receptive vocabulary is known and understood its meaning by learners when reading texts or listening to the text .Learners know and recognize the meaning of words that caused them to understand the text they have read but not used to speak and write; Meaning that, receptive vocabulary includes knowledge that learners know and comprehend when they apply in different situations.

Kamil and Hiebert (2005) affirmed that “Receptive vocabulary can be used in order to facilitate the understanding of words in second language”. Receptive knowledge facilitates the production of vocabulary, as well as, it helps students to know the meaning of new words and it allows them to activate their learning process.

1.2.2. Productive vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary and the ability to speak or write at the appropriate time Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their taught to others (Stuart Webb, 2005), i.e. we use speaking and writing in order to convey messages.

Productive vocabulary can be summed up as words which are understood in reading and listening skills then are highly used in productive skills which are speaking and writing.

1.3. Vocabulary Description

1.3.1. Lexicology

Lexicology is the branch of linguistics that studies the stock of words (the lexicon) in a given Language. Lexicology deals not only with simple words in all their aspects but also

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with complex and compound words, the meaningful units of Language. Since these units must be analyzed in respect of both their meaning, lexicology relies on information derived from morphology, the study of the forms of words and their components, and semantics, the study of their meaning.

1.3.2. Word class

The term word class is similar to the more traditional term part of speech. It is also variously called grammatical category, lexical category, and syntactic category. The main word classes in English are: noun, verb, adverb, pronoun, conjunction, and determiner.

- **A noun:** is a word that identifies: a person (man, girl) or a thing (horse, wall, country)
- **A verb:** describes what a person or thing does or what happens. For example, jump, explore, Snow, be, and have.
- **Adjective:** is a word that describes a noun, giving extra information about it. For example: a green apple, a tidy room.
- **Adverb:** is a word that is used to give information about a verb, adjective. They can make the meaning of a verb, adjective, or other adverb stronger or weaker and often appears between the subject and its verb (carefully, sensibly, nearly, etc.)
- **A pronoun:** pronouns are used in place of a noun that is already known or has already been mentioned in order to avoid repeating the noun (her, they, the, etc.)
- **A preposition:** are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence (for, of, etc.)
- **A determiner:** is a word that introduces a noun, such as a/an, the, every, this, those or many (as in a dog, the dog, this dog, those dogs, every dog, many dogs).
- **A conjunction:** also called a connective, it is a word such as, and, because, but, for, or. These conjunctions are used to connect phrases, clauses, and sentences

1.3.3. Word's Meaning

It is the study of the meaning of the words and its connection to other words. Learners may not be able to catch many words because of their several meanings. Learners can better understand word meaning when it is used in context not in isolation. Thus, learners should be aware of the lexical items.

- **Synonyms:** are words that have different forms but have a similar meaning. For example, Funny, comical, hilarious are the common meaning of humorous.
- **Antonyms:** are words that mean the opposite of each other e.g.: Happy/Sad.
- **Homonyms:** are words that have the same spelling and sound the same but have different meaning, e.g.: the word book can mean something to read or the act of making a reservation.
- **Homographs:** is a group of words that are spelled the same way, and they do not mean the same thing. For example, - "Advocate" can be pronounced with a long "a" sound and mean "to speak or write in support of", also it can be pronounced with a short "a" sound and refer to a person who support or pleads the cause of another.

Homophones: are words that are pronounced alike but are spelled differently e.g.: tail / tale.

1.3.4. Lexicography

Lexicography is identified by the two branches of practical lexicography and theoretical lexicography. While practical lexicography involves writing and editing dictionaries, the theoretical lexicography is the act of analyzing and describing the semantic, syntagmatic and paradigmatic relationships within the lexicon (vocabulary) of a language, developing theories of dictionary components and structures linking the data in dictionaries, the needs for information by users in specific types of situations, and how users may best access the data incorporated in printed and electronic dictionaries.

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Lexicography focuses on the design, compilation, use and evaluation of general dictionaries, i.e. dictionaries that provide a description of the language in general use.

1.4. The importance of learning vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners; Because limited vocabulary in a second language impedes successful communication.

Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasized that “Lexical knowledge is central to communicative competence and to the second language acquisition” (p. 55)

Nation (2001) further described the relationship between vocabulary knowledge and Language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL), learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing).

Rivers and Nunan (1991), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive

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vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Huckin (1995) has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome. In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. Krashen stated that "When students travel, they don't carry grammar books, they carry dictionaries" (as quoted in Lewis, 1993, p25). So, vocabulary is one of the most important components in learning a foreign language, and foreign language curricula must reflect this.

Wilkins (1972) stated that "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p 97).

1.5. Teaching vocabulary in EFL classes

Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without Words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and the learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results; teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various

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and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his/her learners. They more over need to prepare good techniques and suitable material in Order to gain the target of language teaching.

Many researchers are interested in teaching vocabulary in EFL classes, and these researchers are divided into two groups, some of them think that vocabulary should be taught through direct instruction; while the others refuse this idea and believe that the suitable way of teaching vocabulary is to be taught indirectly.

1.5.1. Direct Vocabulary Teaching

It refers to student's vocabulary learning by using explicit instruction in both individual words and words' learning strategies. Nation (2001) states that "direct vocabulary teaching encompasses the use of teaching strategies, i.e. ways in which teachers introduce and present the meaning and form of news lexical items, encourage learners to review and practice, i.e. recycle what is known, and monitor and evaluate the level of the acquisition of various components of lexical knowledge." (p.19). Teachers in foreign language classes have to use many teaching strategies in order to help their learners to acquire new and difficult items.

Judd (1978) said "Explicit vocabulary teaching would ensure that lexical development in the target language follows a systematic and logical path, thus avoiding

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uncontrolled accumulation of sporadic lexical items". Teaching vocabulary explicitly presents a regular and valid way for developing the student's knowledge in foreign language classroom.

1.5.2. Indirect Vocabulary Teaching

It refers to learning vocabulary in natural setting; i.e. when students hear or see a new word through the spoken or the written conversations with adults, they can develop his/her vocabulary through every day experiences. Takac (2008) believes that "learners can learn lexical items if they are exposed to sufficient amount of comprehensible input." (p.17). the learner can learn and acquire vocabulary subconsciously.

Schmitt (2000) states that "in contrast to explicit approaches to vocabulary teaching and learning, the key to an incidental learning approach is to make sure that learners get maximum exposure to language. Undoubtedly, the most effective way to do this is to transplant the learners into country or situation where the L2 is the primary language." (p.149). On this regard, in order to enhance student's vocabulary learning he/she have to listen and speak to a native speaker or provide them with authentic context.

1.6. Vocabulary Learning Strategies

Scarcella & Oxford (1992) defined language learning strategies or (LLS) as "actions, behaviors ,steps ,or techniques such as speaking out conversations partners or giving oneself encouragement it tackles a difficult language task, used by students to enhance their own language."

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Oxford (1990) stated that "(LLS) encourage greater over self-direction for learners, self-direction for learners are independent learners who are capable of assuming responsibility for their own learning and gradually gaining confidence, involvement and proficiency." (p.84)

Rubin (1987) defines lexical strategies as "the process by which information is obtained, stored, retrieved, and used." (p.203). While, Schmitt argued that "the practice of vocabulary rather than interactional communication, and several of the general language learning strategies in the taxonomy of Oxford can be used as Vocabulary Learning Strategies, too."

Takac (2008) explain that "VLS are specific strategies utilized in the isolation task of learning vocabulary in the target language" (p.52). Notion (2001) also defines (VLS) as "one part of language learning strategies which are in turn of general learning strategies."

According to Schmitt (1997) "(VLS) is any strategy that results in the learning of vocabulary" (p.14). Nyikos & Fan (2007) also stated that "the fact that the vocabulary needs of learners often outstrip learners' ability to acquire a large number of new words has stimulated research into how vocabulary learning strategies can assist learners."

Gu & Johnson (1996) pointed out that "Most research on VLS has focused on various methods of vocabulary presentation and their effects on retention." (p.9)

Schmitt (1997) suggested a classification of vocabulary learning strategies, he grouped them along two dimensions based on the research that he did with Japanese learners, teachers' recommendations and also Oxford's taxonomy. The first dimension is the discovery strategies which are useful for the initial discovery of word's meaning and the second dimension is the consolidation strategies which are useful for remembering that word once it has been introduced. The list contains 55 strategies in addition to the discovery strategies

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which are determination and social strategies ,and the consolidation strategies which are memory ,cognitive and metacognitive strategies .

1.6.1. Social Strategies

These strategies based on trying to enhance the learning process through the interaction involved with other speakers. If the learner faces a new word which he didn't hear before, he may ask his/her teacher or classmates about it, and this can help him/her to enhance and develop his /her vocabulary through interaction.

1.6.2. Determination Strategies

According to Schmitt, "these strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise", in other words, when a learner faces new words and applies some strategies in order to know them without any additional help, for example, using guessing from the context, from L1 cognate and using reference materials.

1.6.3. Memory Strategies

New materials are used in these strategies like images, in order to match the word to an object, animal, or action, and this known as Mnemonics which is a way that makes the learner combines the sound or the word with its image and this helps the learner to organize words to remember them easily.

1.6.4. Cognitive Strategies

Schmitt (1997) defined cognitive strategies as "manipulation and transformation of the target language by the learner."

Grenfell (1994) asserted that "cognitive strategies include mental encouragement with language in materials or tasks in order to develop understanding and hence learning". He adds

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that it is “An act on language in the acquisition process and be specifically involved production of language”. The cognitive strategies based on repetition and mechanical means and they are similar to Memory Strategies.

1.6.5. Metacognitive Strategies

These strategies make the learner being aware of planning, monitoring, and evaluating the suitable learning process; examine the methods' efficiency, and which words are appropriate to be learned and which are not.

1.7. Techniques in Teaching Vocabulary

Teachers choose specific vocabulary items to be taught in their classes, using different techniques and methods .Grains & Redman(1986) suggest to divide techniques of teaching vocabulary in the classroom into three groups :visual ,mime and gestures , and finally verbal techniques.

1.7.1. Visual Techniques

This kind of techniques includes flash cards, photography, blackboard drawing, wall charts and regalia. The aim of using the miss to convey meaning and they are useful for teaching concrete items of vocabulary such as places of professions ,description of people, food, furniture...

1.7.2. Mime and Gestures

In using these techniques, the teacher might build a situation and illustrate it, and uses means like the blackboard and gestures in order to reinforce the concept.

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1.7.3. Verbal techniques

1.7.3.1. Using Synonym, and Antonym

The teacher in order to explain a new item, he teacher can use the synonym or the antonym of this word for example, to explain the meaning of the word 'sad', the teacher may use the opposite of this word 'happy'.

1.7.3.2. Hyponymy

It deals with the relationship of semantic inclusion, or it is the state or phenomenon that shows the relationship between more general term (lexical representation), and the more specific instance of it; in vocabulary the teacher use this technique by giving the student words which are in the same group or have similar or approximately the same meaning, for example, the word 'look' and words which are related to it like: stare, glare, peep, glance, and watch.

1.7.3.3. Dictionary

Gives the word's meaning of language including a word's spelling, syllabus, pronunciation, origin, meaning Etc. The use of dictionary may help learners to enhance their vocabulary and acquire new words; also it may enlarge the student's culture about other languages and finally develop his/her study skills.

1.7.3.4. Translation

This technique is unsupported it can be legitimate for items possessing a clear mother tongue equivalent, but it should be avoided.

1.7.3.5. Definition

Is not really useful in acquiring vocabulary, definition cannot convey new concept effectively and it cannot really show the way of using words.

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1.7.3.6. Using Illustrative Situations (context)

This technique has many benefits, it makes learners attached with word several times, and they can generalize its items in other different contexts.

1. 8. Teaching Vocabulary Principles

Teachers in their classes should not focus only on introducing new words, but also they must focus on enhancing learner's knowledge of previous words for that reason Sokmen (1997) surveys explicit vocabulary teaching and highlights a number of principles that the teacher should follow to understand his students' levels. These principles are:

- ✓ Build a large sight vocabulary.
- ✓ Integrate new words with old.
- ✓ Provide a number of encounters with a word.
- ✓ Promote a deep level of processing.
- ✓ Facilitate imagining new words « real »by connecting them.
- ✓ Teaching the underlying meaning concept of a word.

Some of these principles should be based on our understanding of acquiring and remembering words and others are teaching the underlying meaning concept of a word.

1.9. Vocabulary Assessment

In measuring vocabulary, there are varied and several ways and approaches. Lee (2005) states that “there are two ways of assessing vocabulary knowledge .The first is informal and the second is formal .We should understand that children know more words than they use in their day-to-day conversations .Therefore , more sampling of speech will not provide a reliable measure of child vocabulary knowledge”.

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1.9.1. Informal Vocabulary Learning Assessment

Is to construct a vocabulary inventory by selecting words from the textbook which the child uses in the classroom, the child can then be asked what does that word mean? Or ask him to put the word in a sentence in order to make it meaningful.

1.9.2. Formal Vocabulary Learning Assessment

It relies on standardized tests .In this type of assessment; child is given pictures about objects, animals, or actions and gives him/her the word to point to the image that is related to the word.

Conclusion

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other's saying. Vocabulary knowledge is an individual achievement which it depends on the person and his motivation, desires and needs for word. To conclude, vocabulary mastery is a great skill for individuals in using words of a language, which is acquired based on their needs and interest. Vocabulary mastery plays an important role in the four skills of the language and it considered as one of the needed components of language.

Section two: Dictionaries and Vocabulary Learning.

Introduction

Dictionary is one of the learning strategies that students can use it to learn new vocabulary; It use acknowledges as a beneficial strategy for both understanding words in context and uses them productively in the four skills of language. Dictionary is a pedagogical

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tool which provides the learners with a variety of answers and explanations according to a range of contexts and situations.

2.1. Definition of Dictionary

According to Oxford dictionary, dictionary is “ a book or electronic resource that lists words of a language (typically in alphabetical order) and gives their meaning, or gives the equivalent words in a different language, often also providing information about pronunciation, origin, and usage ...”. Or “it is a reference book on a particular subject, the items of which are typically arranged in alphabetical order.”

In Cambridge dictionary, they define dictionary as “a book that contain a list of words in alphabetical order and that explains their meanings, or gives a word in another language”

Dictionary is a book which contain a list of words are arranged alphabetically and its meanings, definitions, pronunciation, etymology, usage, examples, synonyms, antonyms, syllabus, the word's function and the translation of the word in another language; it also known as wordbook or lexicon.

2.2. Types of Dictionaries

2.2.1 Encyclopedic & Linguistic Dictionaries

The linguistic or lexical dictionary usually covers such areas as spelling, pronunciation, meaning, grammatical function, usage and etymology, etc. It aims at defining words and explaining their usages in the language. This dictionary can be monolingual and bilingual. In

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this sort of dictionary, we cannot find the general information like pronunciation and usage..., it contains the inclusion of names of persons, places, and literary works, also it covers all branches of human knowledge, and the extensive treatment of facts.

2.2.2. Historical & Etymological Dictionaries

Etymological dictionary focuses on presenting the history of a lexical unit, its form and the purpose .i.e. presents the origin of words by tracing the present day words to their oldest forms.

The diachronic or historical dictionary records the development of lexical items in terms of both the form and the meaning of the particular lexical unit.

2.2.3. Specialized& General Dictionaries

General dictionary contains words from all spheres of human activities and all areas of the life of the speaker of the language supposed to be semasiologically, mapping word to definition. While, specialize dictionary includes words in specialist fields (medicine, technology ...); it does not contain information about words that are used in language for general purposes. The lexical items that are used in such dictionaries are called terms not words.

2.3. Categories of dictionary

Dictionary provides one of the best sources for students who want to improve their vocabulary. Using dictionary may help the teacher in explaining and presenting new vocabulary items, and there are three categories of dictionary which the teacher can consider

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them as a strategy to enhance and develop his/her student's vocabulary knowledge. These categories are: monolingual dictionary; bilingual dictionary, and multilingual dictionary.

2.3.1. Monolingual dictionary

This sort of dictionary helps the learner to enrich his vocabulary, and it is usually defined as providing word's meaning in one language only and it is used by native and competent speakers.

2.3.2. Bilingual dictionary

Bilingual or translation dictionary, it defines as a reference book contains a list of words and their equivalent word in another language, or specialized dictionary used in translating words from one language to another. This kind of dictionary usually indicate the parts of speech, gender, verb types...in order to help non-native speakers in using words.

According to Zguta (1971) "The basic purpose of bilingual dictionary is to co-ordinate with the lexical units of one language those lexical units of another language which are equivalent in their lexical meaning".

Bilingual dictionary is essential for beginners, elementary, and lower-intermediate learners because they do not know enough about the target language.

As Swanson (1983) put it, "a bilingual dictionary can be useful and desirable to several kinds of people: students, travelers, and linguistics".

2.3.3. Multilingual dictionary:

This kind of dictionary can translate words or phrases from the source language to more than two target languages, words are arranged alphabetically and can be grouped by topic.

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2.4. Methods and skills of using dictionary

Kaivanpanah & Alavi's (2008) study confirms that "learners' interference about the meaning of unfamiliar vocabulary are not always reliable .Thus, advocates of dictionary use suggest that teachers should encourage learners to use dictionary to find the particular meaning of an unfamiliar word in a given context".

Walz (1990) states that "Dictionaries are the essential source for information about word "in a language". In order to know a word's meaning, people must use dictionary, and most of them know how to use it. Dictionary is one of the vocabulary building materials and it is a powerful tool for enhancing and facilitating vocabulary acquisition, even if it is somehow complex and it requires some preparations. For being a good dictionary user, you have to know what is the suitable and the best dictionary to use, also being able to find what you are searching for quickly, and the most important element is to know when you must use dictionary.

According to Walz (1990), dictionary skills should be taught in classroom and he gives several arguments in order to improve his ideas:

- Dictionary is an essential source of information about language.
- It can be a tool for lifelong learning since learners will add to their vocabulary throughout their entire lives, and, therefore, it is worth learning the skills.
- It is not a dull, dry reference book and it can be used for more than just practicing.

2.5. Learner's Dictionary Use Strategies

Researchers in the recent years are investigating the students 'employment of dictionaries, according to them there are two functions of using dictionary, which are: decoding and encoding.

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The first model is decoding, which is concerned the strategies that the user should follow when he uses dictionary. Schofield suggests these steps that each user have to take them into consideration while using dictionary:

- Locate words or phrases you do not understand.
- If the unknown for mis-inflected, remove the inflection to recover the form to look up.
- Search for the unknown form in alphabetical list.
- If you cannot find out at least one main entry for the unknown, try the following procedures:
 - If the unknown seems to be a set phrase, idiom or compound word, try looking up each main element.
 - If the unknown seems to have a suffix, try the entry for the stem.
 - If the unknown appears to be an irregular inflected form or a spelling Variant, scan nearby entries: if there is an addendum, search there, and if there are multiple sense, or homographic entries, reduce them by elimination.
- Understand the definition and integrate it into the context where the unknown was encountered.
- If none of the sense entered seems to fit, attempt to infer one that does from the sense you have. If more than one fits, seek further contextual clues in the source text to disambiguate.

Schofield (1982) helps in the training of dictionary use in writing because it is one of the most important decoding activities.

Schofield (1996) suggests that the teacher should prepare a series of target words for dictionary example. The teacher points out to the student's errors and makes him/her correct his/her errors with the dictionary's help.

Encoding includes the following:

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- Recovering the canonical from the inflected target words.
- Selecting an appropriate reference work (it is a monolingual or bilingual).
- Searching for target words in the alphabetical list.
- Scanning all of the definitions or translations in the entry for the one closest to the meaning of the writer to be expressed before taking any decision.
- Reading the examples, grammar codes, collocation information and style labels and finding the ones that best fit the context in which the target word is to be used.
- Cross-referencing, if the word was sought in bilingual (L1 to L2) double-check the translation of the candidates in the L2 to L1 section.
- Adding any inflections that were eliminated during original search to fit the linguistic context in which they will be used.

2.6. How to Use the Dictionary Effectively?

Being able to use a dictionary effectively and regularly is a perfect way to improve your English language skills through the dictionary's range of other helpful information on everyday language usage and grammar.

- Choose the right dictionary: It's also a good idea to upgrade your dictionary every now and then so that you have access to the latest new words that are added to the dictionary every year.
- Read the introduction: The best way to learn how to use your particular dictionary effectively is to read its introductory section where you'll find out how the entries are arranged. The introductory section of your dictionary will explain important information such as the abbreviations and pronunciation symbols used throughout the entries.

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Introductions to dictionaries explain things like how entries are arranged (they typically give the word, and the variations of the word; what part of speech the word is; pronunciation of the word; definition, etc.).

- Learn the abbreviations: Dictionaries often have abbreviations in the definitions for a word. This can be confusing if you don't know what the abbreviations stand for. Typically, a dictionary will have a list of abbreviations near the front of the book; either in the introduction, or after it. For example, “adj” stands for “adjective” and will tell you what kind of word the word you're looking up is “Adv” or “advb” can stand for “adverb; adverbially”.
- Learn the guide to pronunciation: If you immediately jump right into reading the dictionary without understanding the pronunciation guide, it can be difficult to figure it out. Having an idea about the symbols of pronunciation will make it a lot easier for you.
 - The pronunciation of a word will be placed between two reversed virgules (\ \) and will typically be printed in italics.
 - A single stress mark (') precedes the strongest syllable in a word. A double mark precedes the syllable with a medium (or secondary stress) ("), and the third level of stress has no marker. For example: penmanship would look like this \ 'pen-m& n-"ship\.
 - The symbol \&\ indicates an unstressed vowel. This symbol often intrudes between a stressed vowel and a following \r\ or \l\, such as in sour \ 'sau (-&)r\.
 - The symbol \ä\ symbolizes the type of “a” sound that appears in words like “caught”, or “fought”. Compare this to the symbol \a\ which designates the sound “a” in “mat, map, snap,” and so on. The word doesn't necessarily have to have the letter “a” to have a type of “a” sound
- Find the section of the dictionary with first letter of your word: Dictionaries follow alphabetical order. For example, “book” begins with “b” which means that it will be in the section after “a” and before “c”.

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- Don't forget the possible spellings for trickier words, such as “gnome” begins with a “g”, or “psychology” begins with a “p”, or “knight” begins with a “k”, etc.
- Read the guide words: These are the two words at the top of the page that tell you what types of words are on the page. These words will help you find the word you're looking for in the right letter section. For example, if you're looking for the word “bramble” you would begin looking in the “B” section. You would look at the tops of the pages as you went through it until you came to the page with the guide words “braid bread”. This tells you that all the words between braid and bread are on this page. Since “bramble” starts with “b-r-a” it will be in this section.
- Scan down the page for your word: If you were looking for the word “futile”, for example, you would move past “furry” and “fuse” and “fuss”. Since the example word begins with “f-u-t”, go past all the “f-u-r” and all the “f-u-s” words alphabetically until you reach the “f-u-t” area of the page. In this example, move right down through “fut” and “Futhark” and this is where you will find “futile”.

In conclusion, it can be said that the benefits of dictionaries to language learners should not be ignored in language classes. Unfortunately, in most classrooms, very little time is provided for dictionary use. But it is an undeniable fact that a learner who makes good use of a dictionary will be able to continue learning outside the classroom and this will give him considerable autonomy about the decisions he makes about his own learning. In a teaching / learning situation, therefore, dictionary training should be an integral part of any syllabus.

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Learning

Research Methodology,
Analysis and Interpretation.

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Chapter Two: Practical Part

Section One: Research Methodology

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Introduction:

This chapter is devoted to the presentation and analysis of data obtained from the implementation of the present research. It consists of two sections; the first section presents a full description of the research methodology designed to investigate learners' and teachers' attitudes concerning the use of dictionaries in enhancing vocabulary learning. It provides a

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description of the research tools, the population (participants), the nature of the study, the description of both the learners' questionnaire and the teachers' interview; the questionnaire. This section is considered as an introduction to what will be presented in the second section. The second section is concerned with the analysis of the data obtained from two tools; learners' questionnaire and teachers' interview.

3.1. Data Collection

3.1.1. Setting

This research has been conducted in Bouhrine Cherif secondary school which located in Chekfa city (Jijel-Algeria). This secondary school includes many streams; the foreign languages is one of them. In this specific branch, there are several subjects to study, but the fundamental ones are French, English, and Spanish. In this school, there is just one (1) class of second year. That includes about nineteen (19) pupils.

The purpose of this study is to know the attitudes of both EFL teachers and learners of Bouhrine Cherif secondary school (Jijel) towards the use of dictionaries in enhancing vocabulary learning. In addition, this work aims to explore whether dictionary motivates learners to better achievements.

3.1.2. Participants' Profiles

The present research selects all the participants from Bouhrine Cherif secondary school (Jijel- Algeria). The sampling includes second-year pupils of foreign languages stream and EFL teachers.

3.1.2.1. Learners' Profiles

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In this study, the researcher uses a sample of thirty (19) second-year learners belong to foreign languages specialism. The number of pupils that engaged in this research represents all the second year pupils of foreign languages in Bouhrine Cherif secondary school. The reason behind selecting this sampling is that these pupils have experienced the English language for six years or more. i.e., they have English background and knowledge in terms of vocabulary, structure... and they developed some skills (speaking, writing, reading, and listening). Furthermore, they are available all the year. In this study, learners were given a written questionnaire.

3.1.2.2. Teachers' Profiles

The researchers selected five (5) EFL teachers to do his research. These teachers have an experience between one to thirty-one (1-31) years of teaching the English language. They taught all levels in secondary school (from the first year to the third year). For the sake of enriching this research, they were requested to respond orally the questions of the interview.

3.2. Tools of the Research

The research methodology that will be used in this study is the descriptive method. This research will be conducted quantitatively through a questionnaire that was submit to a representative sample represents the pupils of second year (foreign languages stream) in Bouhrine Cherif secondary school (Jijel) and an interview with teachers in the same school. Our choice of the methodology is justified by the nature of the topic which represents the attitudes of both teachers and learners toward the use of dictionary in enhancing vocabulary learning.

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In this research, the researcher used two instruments for investigating the research questions and testing the stated hypothesis. As it is mentioned above, the interview was held with EFL teachers and the questionnaire with second year pupils of secondary school.

3.2.1. Students' questionnaire

The questionnaire was administered to second year pupils at "Bouhrine Cherif" secondary school; it was designed in order to explore students' opinions and attitudes towards using dictionaries in enhancing vocabulary learning.

The questionnaire consists of twenty 20 questions .It is divided into two sections, the first section entitled vocabulary and language learning is composed of eleven questions .The second section deals with dictionaries in vocabulary learning ;It is composed of nine questions.

3.2.1.1. Aims of the Questionnaire

The questionnaire and is mainly designed to elicit the learners' attitudes towards the use of dictionaries in enhancing vocabulary learning. It attempts to investigate the effectiveness of using dictionaries as a vocabulary learning strategy.

3.2.1.2. Administration of the Questionnaire

The researchers selected a second-year class of foreign languages which consists of nineteen (19) pupils. They delivered the printed questionnaires to the learners and they asked them to answer objectively. The questionnaire was well printed, well organized and Translated into Arabic in order to make it too easy for the majority of pupils and help pupils to do not face difficulties in responding the questions. The researchers themselves were present in the completion of the questionnaire so as to provide any necessary explanations.

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3.2.1.3. Description of the Students' Questionnaire:

The questionnaire starts with a small introduction that present the aim of the study. It is based on twenty (20) questions which fall into three (3) types : closed-ended(either yes or no questions or multiple-choice questions) , open-ended(it requires the pupils to give some justifications to elicit more precise response), and open questions(pupils are asked to provide free responses). The present questionnaire is composed of two (2) sections and each section is divided into rubrics. The first section, entitled “vocabulary and language learning”, this section is divided into three (3) rubrics. The first rubric is made up of four (4) items, numbered from one (1) to four (4), and they provide “General Information” aims at gathering some general information about second year students of secondary school foreign language stream, their experiences in learning English, their levels, their capacities in comprehending and speaking English, and whether they can express themselves in English. The second rubric comprises four (4) items; it deals with the learners' point of views about the skills and techniques which they should use and follow in learning vocabulary. The third rubric deals with the learner's reaction when he/ she encountered new or difficult word. The second section entitled “dictionaries in vocabulary learning”, is divided into two (2) rubrics. The first rubric contains three (3) questions and it aims to discover the learner's interest in having dictionaries and how they use it. The second rubric consists of six (6) questions; it aims to discover the learners' attitudes towards using dictionary

3.2.2. Teachers' Interview

3.2.2.1.Aims of the Interview

The interview aims at having a clear image of how vocabulary is taught, and sheds light on techniques and methods being used by teachers in helping their pupils in using dictionary effectively in order to enhance their vocabulary.

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3.2.2.2. Description of the Interview

The interview was held with EFL teachers in secondary school. The interview is used to collect data from individuals via conversation to understand a particular situation or matter of interest. The interviewees were teaching English from four (4) to thirty one (31) years. The interview comprises of sixteen (7) questions, some questions aim to know the teachers' opinions about vocabulary learning and the rest of the questions deal with techniques and methods which have been used by teachers in order to encourage their pupils to use dictionaries effectively. In this interview, the researchers take into account the conventional ethical consideration; they ask the interviewee's permission to be recorded.

3.2.2.3. Administration of the Interview

As it mentioned, the purpose of using interview is to discover the teachers' opinions about the use of dictionaries in enhancing vocabulary learning. In addition, questions posed may reveal if teachers really ask their students to use dictionaries in classroom.

The interview was performed in Bouhrine Cherif secondary school with four (4) EFL teachers. It consists of sixteen (16) questions divided into two sections. In the first section, teachers were asked about teaching vocabulary in general. The second section shed the light on the teachers' attitudes towards using dictionaries in enhancing vocabulary.

3.3. Population and Sampling

The population for this piece of research selectively represents 2nd year pupils in Bouhrine Cherif secondary school, Jijel .Our selection is based on the assumption of 2nd year pupils (foreign languages stream) because they are more interested in learning English more than other streams.

3.4. Time and Duration of the Study

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The interview has taken place in May, 15, 2018 where the researcher met the interviewees in the teachers' classroom. The interview lasted 15 minutes. The interviewee kindly and positively answered all the questions of the interview.

3.5. Limitations of the Study

When carrying out this research, the researcher confronted a number of constraints which will run as follows:

- ❖ In the absence of professional equipments of recording, the researcher was obliged to use mobile phone as a mean to gather information when conducting the interview. Therefore, the researcher found it hard to transcribe the interview through listening to mobile phone because of the low quality of recording.
- ❖ The time available to collect data was not enough for both the questionnaire and the interview because the research was conducted in the period of the exams.
- ❖ Some teachers and pupils were absent and some pupils refused also to answer the questionnaire.
- ❖ Many teachers refused to collaborate and those who agreed did not allow interview recording.

Conclusion

This chapter has clarified the methodology whereby instruments used to collect the data were expounded on. The questionnaire and the interview were used as the research tools and the aim of each of which, it switched to give a comprehensive description of both the questionnaire and the interview and how they administered and their procedures along with the explanation of the population and sampling and presented a description about the time and duration. Finally, it mentioned the limitations of the study.

Section Two: Data Analysis and interpretation

Introduction

Since the present chapter is regarded as the practical part of the work, the researcher will analyze all the data that is collected through the research tools (learners' questionnaire and teachers' interview). To achieve the reliability and the validity of the findings, the investigator supported the research by using both the qualitative and quantitative methods.

Section One: Analysis of the results:

4.1. Students' Questionnaire analysis

4.1.1. Section One: Vocabulary in language learning

Item 1: How long have you been learning English?

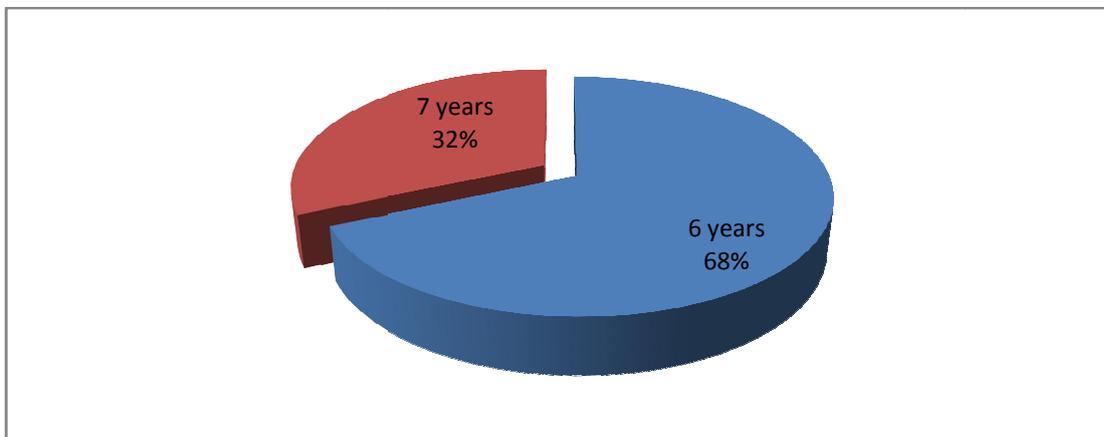


Figure 1: Learners' Experiences in Learning English

The aim of this question is to set a general view on the amount of English that pupils have experienced through their careers. Thus, the results of this question reveal that thirteen (13) pupils out of nineteen (19) have learnt English for six (6) years, and the rest six (6) pupils

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have learnt it for seven (7) years for the reason of the repetition or the earlier interest in learning English.

Item 2: How do you consider your level in English?

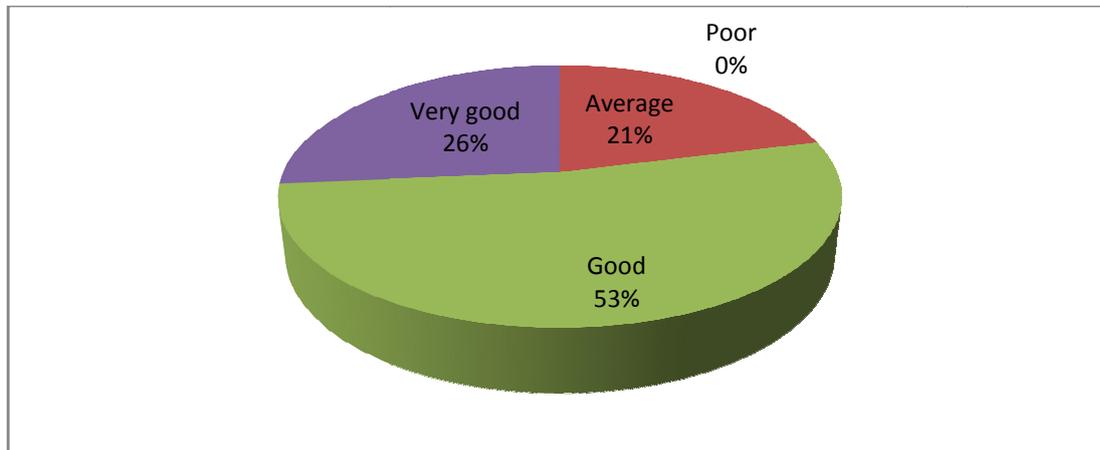


Figure 2: Learners' Level in English

From the founded results, only 21% think that they have an average level in English. While more than half of them 53% considered themselves as good learners of English, besides 26% of them think that they believed that they have very good level in English.

Item 3: How you consider your capabilities in speaking and understanding the English language?

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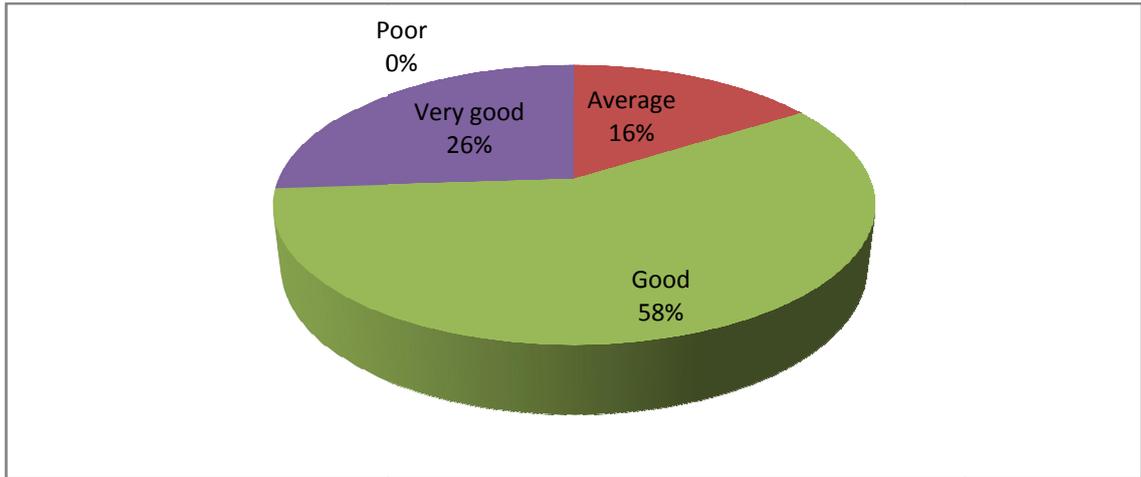


Figure 3: Learners' Capabilities in Understanding and Speaking English Language

Out of 58% of the pupils believed that they have good capabilities in speaking and understanding the English language, while 16% think that they have an average level of understanding and speaking. The rest of them 26% considered their levels as very good; so they can speak freely and understand it easily.

Item 4: Can you express well yourself in English?

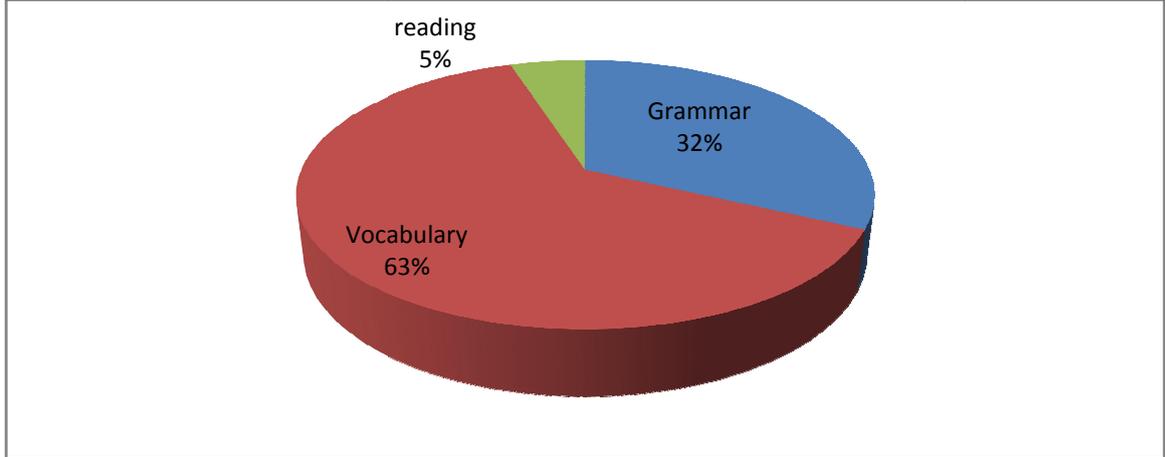


Figure 4: Learners' Abilities in Expressing Themselves in English

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The majority of the learners 84% believed that they can introduce themselves well and can express their opinions and thoughts in English without any additional help. However, the rest percentage 16% of the participants thinks that they cannot do that.

Item 5: According to you, learning English is associated much more with the development of:

- a- Grammar
- b- Vocabulary

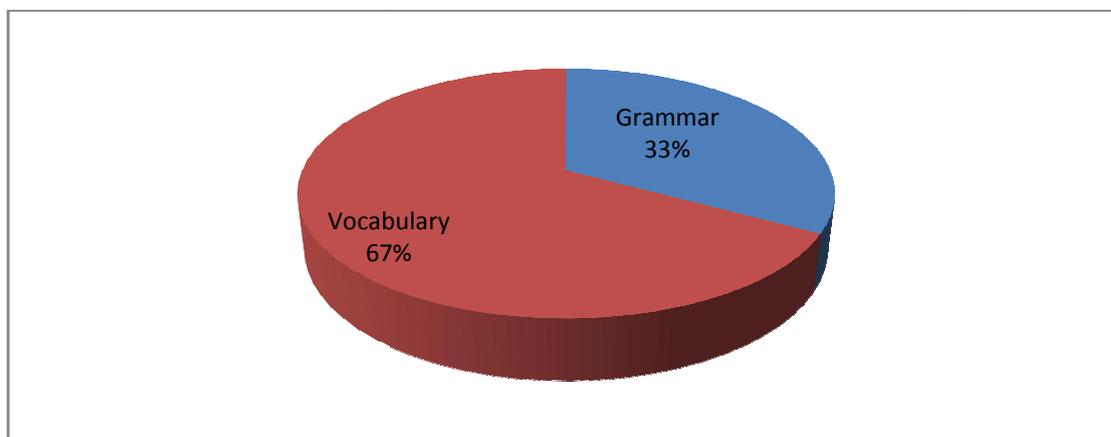


Figure 5: Learners' Development of Foreign Language

Learners are asked to answer whether learning language associated with the development of grammar and vocabulary; we figure out that the first choice is opt by learners; 33% of the learners believe that the development of foreign language is associated with grammar. The majority of learners 67% state that vocabulary is a part of foreign language development; they believe that in order to master the language it is better to learn a large amount of words.

Item 6: which strategy do you select when you try to understand the meaning of a new word:

- a- Using dictionary

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- b- Ask the teacher
- c- Guess from the context

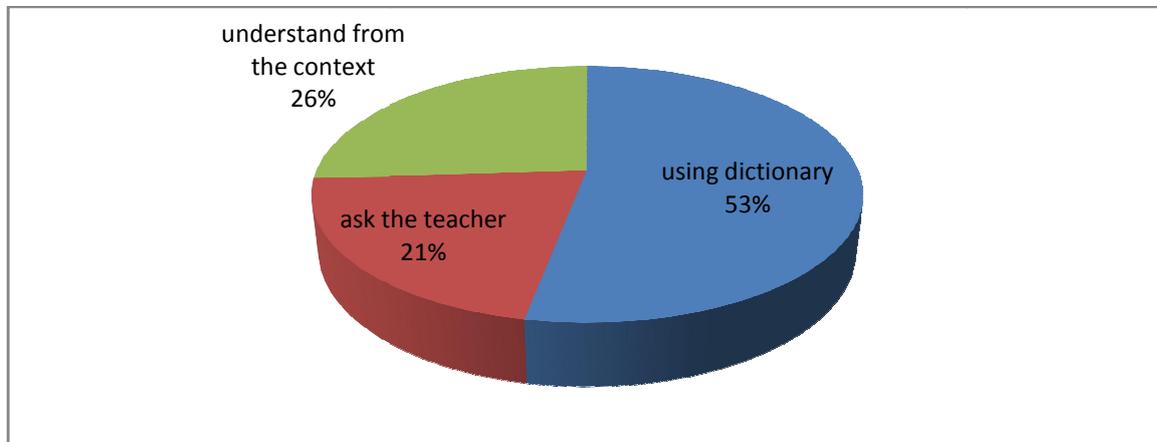


Figure 6: Learners' Strategies in Understanding New Words

From the above results, the majority of the participants 53% confirm that using dictionary is the suitable strategy to understand the meaning of new words and it is an easy process. Whereas, 26% point out that the preferable strategy is to guess the meaning from the context; this helps them to discover the meaning of new words since it provides them with better understanding. The rest of the participants 21% affirm that asking the teacher is a helpful strategy. From the responses, we notice that the use of dictionary is the favourable strategy for the students in understanding the words' meaning.

Item 7: Do you agree that mastering a language depends on the amount of words you have?

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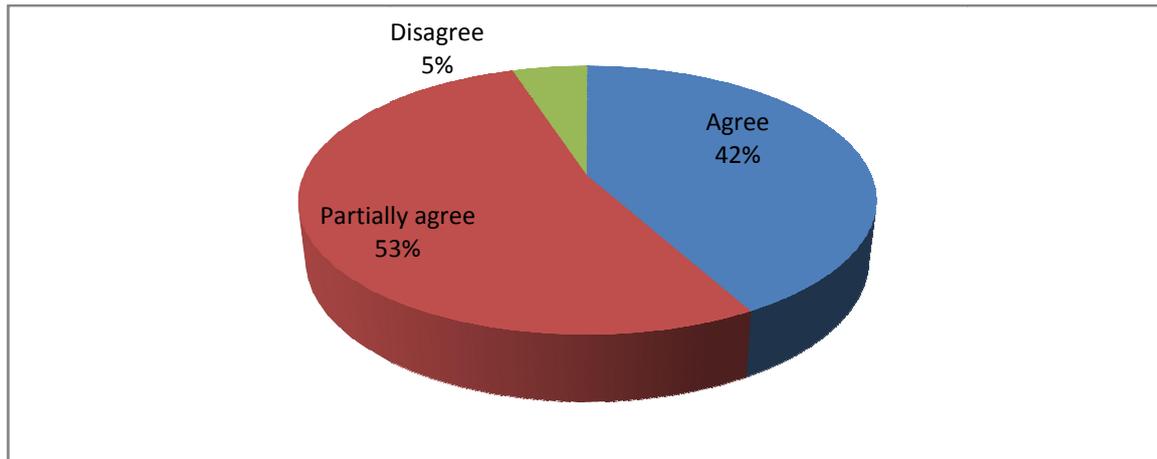


Figure 7: Learners' Needs in Mastering a New Language

In this question, 53% of the pupils agree that mastering a language is based on the vocabulary you have, whereas 42% of the students believe that the vocabulary cannot stand alone; the learner must focus on both grammar and vocabulary. The rest of the students 5% strongly disagree with this idea; they think that vocabulary is not very important.

Item 8: According to you, learning English will be better when you?

- Get the word's meaning and explanation
- Know the word classes

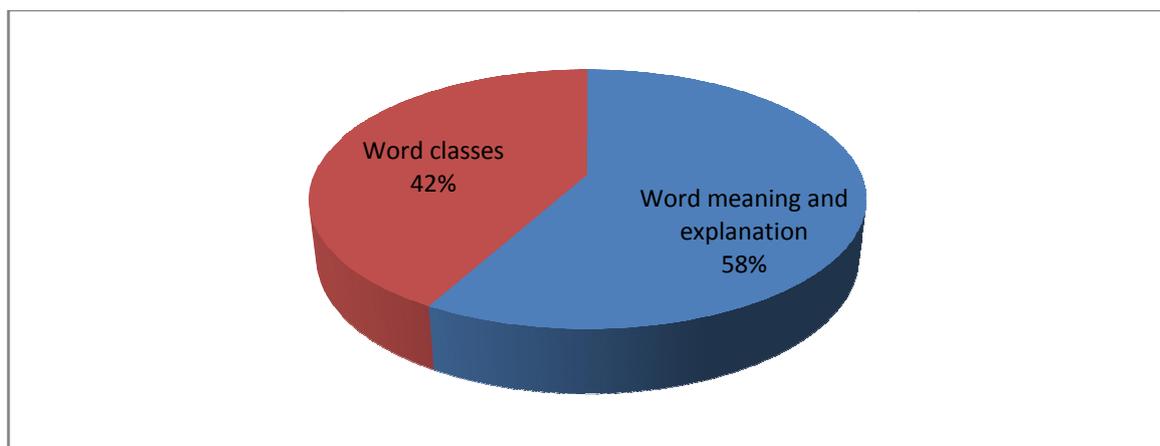


Figure 8: Word Lexicography

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From the pie-chart above, out of 58% of the participants choose if they get the full meaning and explanation of the word, will enable them to learn words easily. While 42% of the learners state that knowing word parts (verb, adjective, adverb...) is more helpful and it allows them to be more familiar with the meaning of the word.

Item 9: Does your teacher present new words in each lesson?

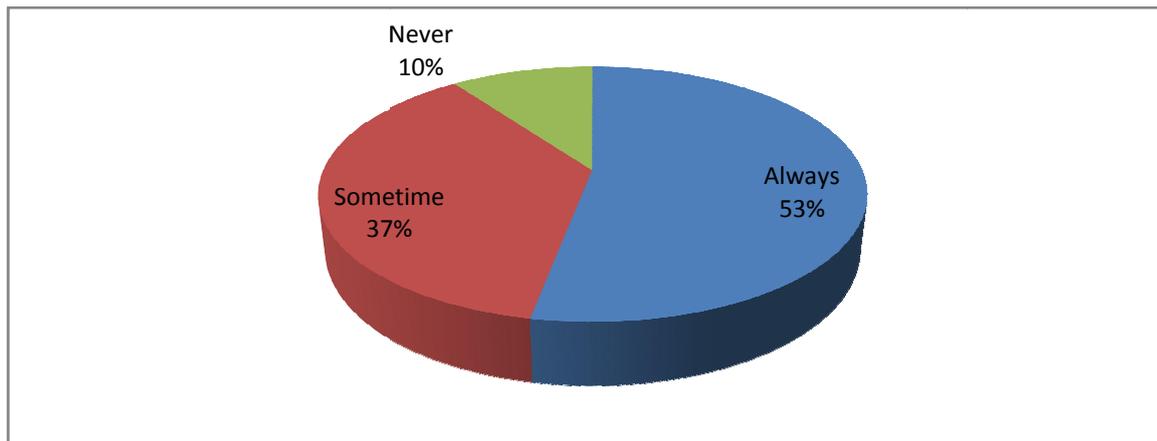


Figure 9: Teachers' Frequency in Presenting New Words

The result shows that most of students 53% affirm that their teacher presents new word in every lesson and gives them its meaning and the examples in order to enrich and to enlarge the students' vocabulary size. However, 37% of students point out that the teacher introduces new word just for few times, while the rest 10% say that the teachers did not give them any new word during the lesson.

Item 10: when your teacher introduces a new word, he gives you:

- Synonym/Antonym
- Meaning
- Use
- Translation

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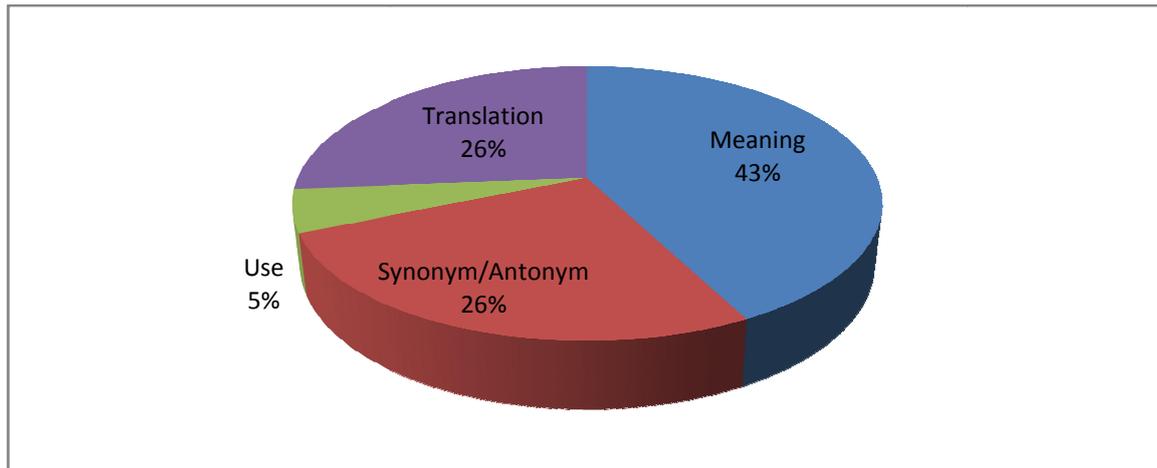


Figure 10: Vocabulary Explanation Strategies

From the pie-chart, 43% of the learners answer that teacher when he/she presents a new words, he focuses more on the meaning; however 26% point out that the strategy that the teacher uses is synonyms/ antonyms in order to make learners grasp and store the meaning in their lexical memory. In addition, 26% choose “translation”; it helps the learners in enhancing their vocabulary knowledge and makes them. The last choice was selected by 5% of the students; they affirm that they should know the use of the word.

Item 11: when you encounter a new word while readings, what will you do?

The majority of the participants assert that they rely on dictionary, because it is the tool which is all the time accompanied them, while other say that they use dictionary or ask someone who have a very good English knowledge . And these are some pupils comments:

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4.1.2. Section Two: Dictionaries and Vocabulary Learning

Item 12: Do you have a personal dictionary?

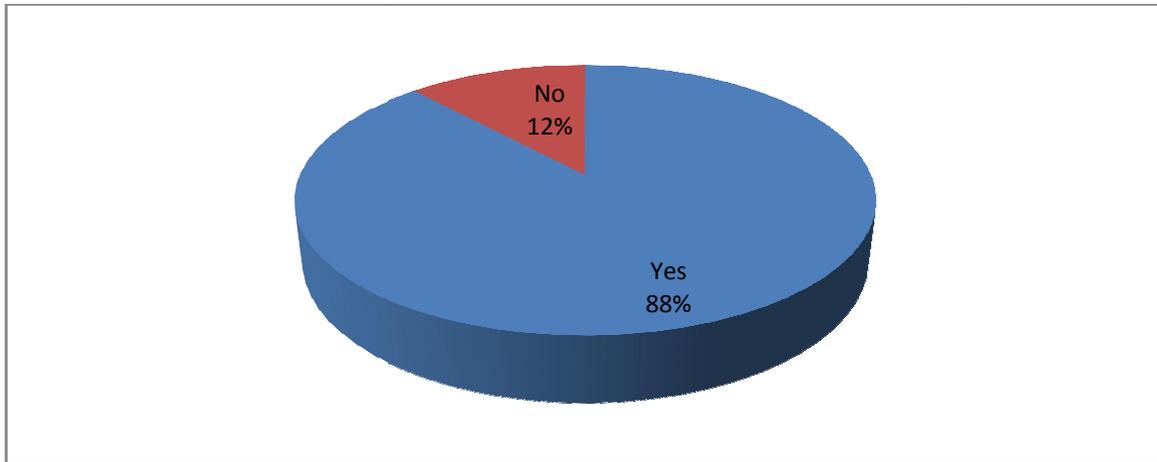


Figure 11: *Learners' Possession of Dictionary*

As the figure shows, the majority of the students 89% say that they have personal dictionary, while 11% do not have.

Item 13: Do you use dictionary inside the classroom?

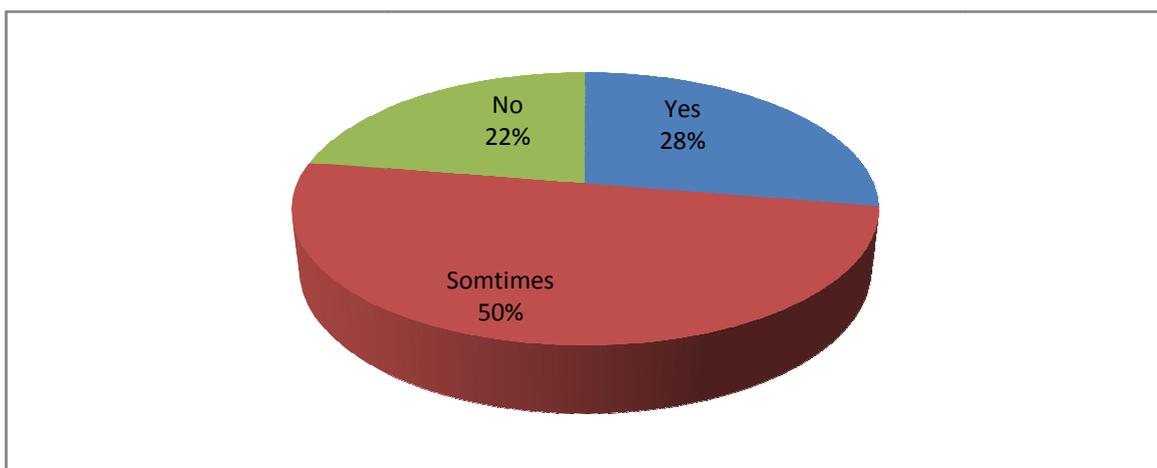


Figure 12: *The Frequency of Using Dictionary in the Classroom*

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In accordance with the pie-chart, half of respondents 50% are always use dictionary inside the classroom and it is impossible to avoid its use. Some of them use dictionary just for few time. Others 22% opt that they do not use dictionaries.

Item 14: using dictionary in classroom is:

- Personal choice
- Teachers' order

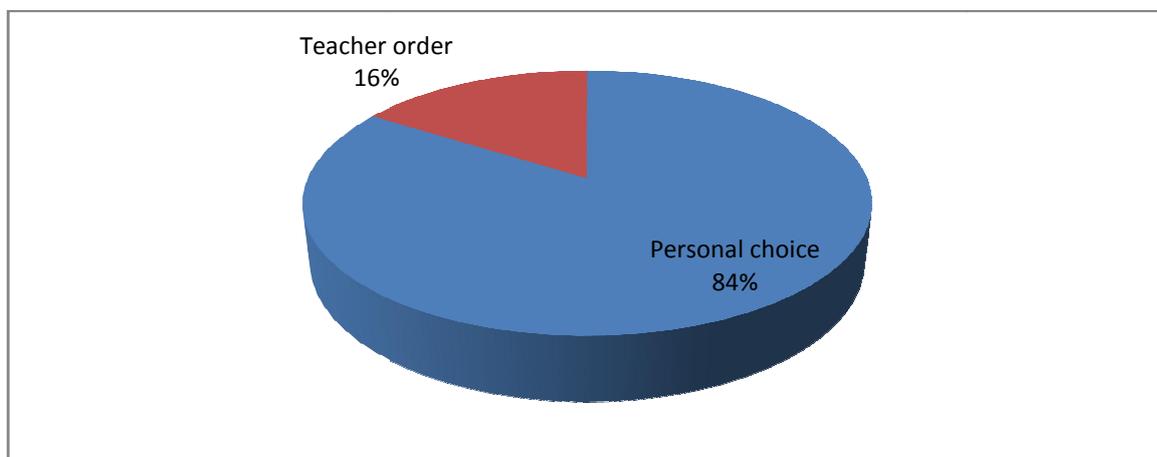


Figure 13: *Learners' Self-choice for Using Dictionary*

In the pie-chart above, it is explained that the majority of learners 84% claim that it is their choice to use dictionary because they prefer to use dictionary themselves without the teacher's order; however, the minority of respondents 16% find that dictionary use is the teachers order because the teacher is the controller in the classroom.

Item 15: Do you think that using dictionary may enhance learning language

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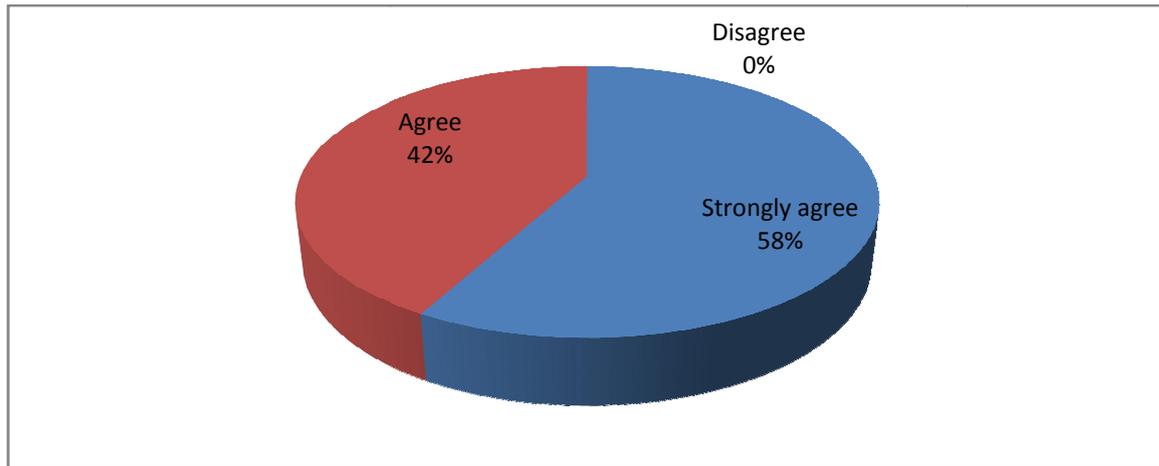


Figure 14: *Learners' Attitudes towards the Importance of Using Dictionary in Enhancing Vocabulary*

From the founded results, it is noticed that the majority of the students 58% strongly agree that dictionary is an effective tool in enhancing vocabulary learning and it facilitates the vocabulary learning process. However, 42% of the respondents agree about this point of view.

Item 16: When do you find yourself in need to use dictionary?

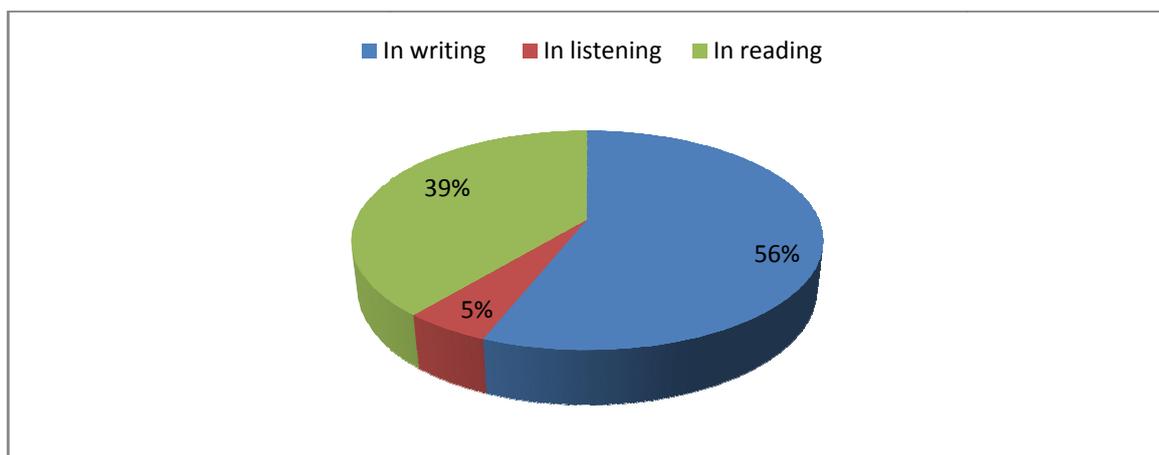


Figure 15: *Utility of Dictionary in Language Skills*

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According to the results in the above pie-chart, 56% of the students indicate that they use dictionaries while writing. However, 39% of them say that they use dictionary more when they read. The remaining students 5% mention that they use dictionary in speaking.

Item 17: Do dictionaries provide you with all information you need?

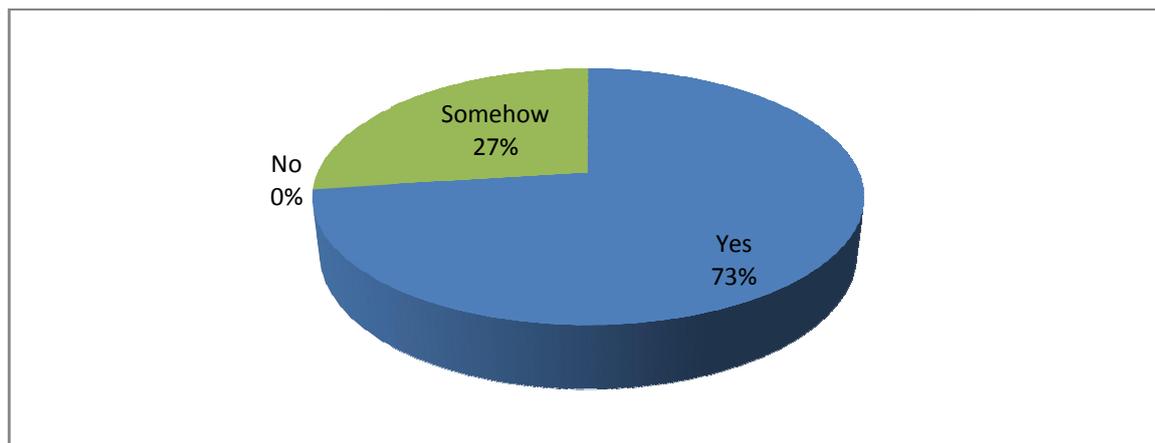


Figure 16: *Students' Attitudes towards the Usefulness of Dictionary in Developing their Vocabulary*

From the results above, the majority of the students 73% opt 'Yes'. However, 27% say somehow. It is clear from the pie-chart that dictionary enables the learners to learning new vocabulary knowledge and motivates learners to develop their EFL learning process.

Item 18: Do you think that searching a word in the dictionary helps you to memorize this word more than having its meaning from the teacher?

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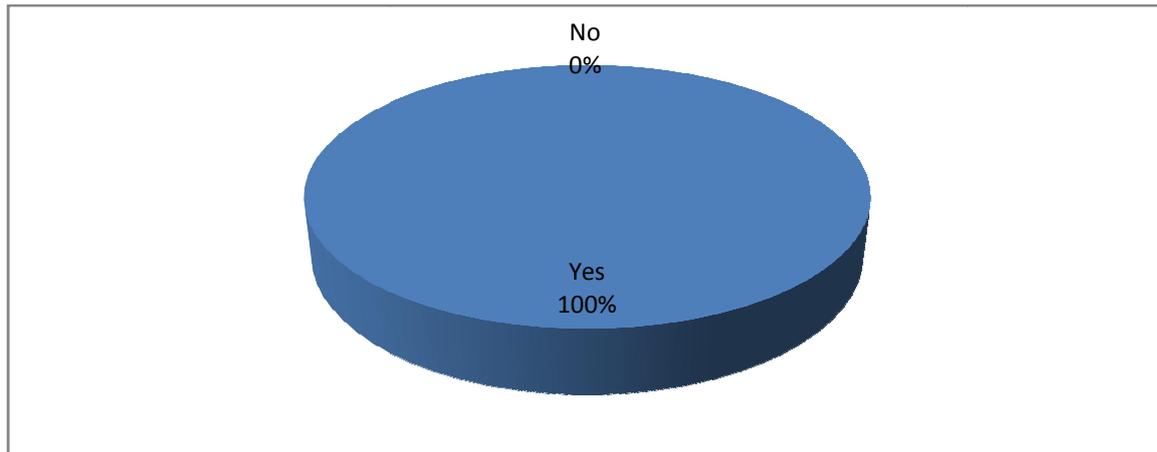


Figure 17: *Learners' Attitudes towards Memorising New Word with the Dictionary's Help*

Concerning this question, all the participants 100% opt 'Yes' they state that using dictionary may help the learner to memorize the word more than get its meaning from the teacher; when learners search for the word themselves this can be more useful and

Item 19: According to you, what is the most important benefit of the dictionary?

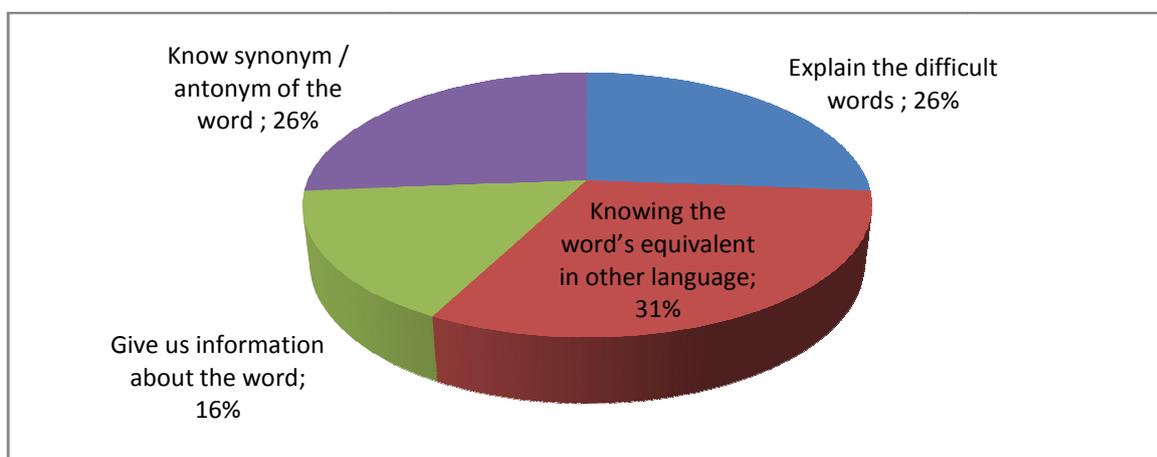


Figure 18: *Learners' Attitudes towards the Dictionary Benefits*

From the results above, 31% of the participants believe that the most important dictionary's benefit is that it gives them the word's equivalent in other languages. However; 26% of the students think that it is beneficial because it gives them the synonym/ antonym of

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the word, while 26% of them opt 'Explain difficult words'. The rest of the participants 16% think that the dictionary can give the learner all the information he/ she needs about a word like spelling, pronunciation, use, example... etc

Item 20: which dictionary you use

- Monolingual dictionary
- Bilingual dictionary
- Multilingual dictionary

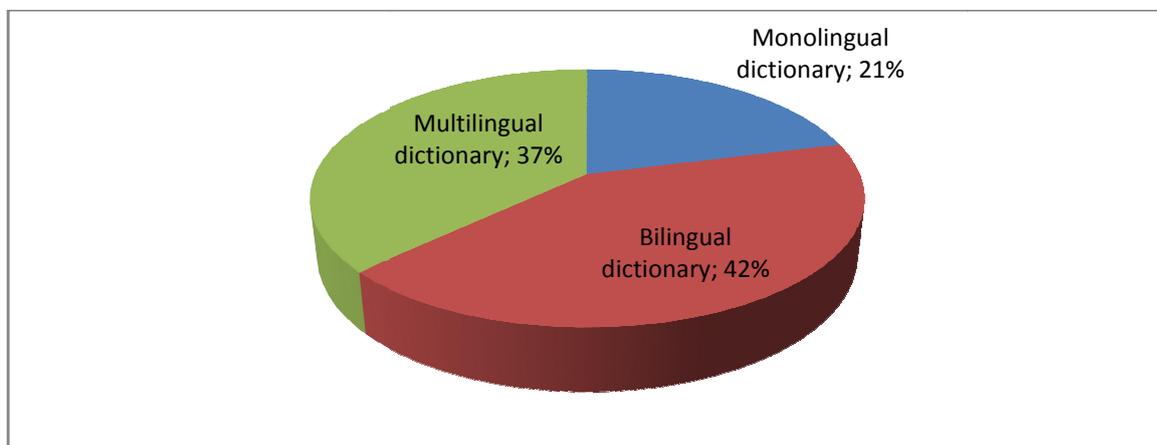


Figure 19: *Learners' Preference of Types of Dictionaries*

This figure shows that the greater percentage of learners (42%) prefer to use a bilingual dictionary, while 37% use a monolingual one. The remaining learners 21% prefer multilingual dictionary because they are foreign language students and they study four (4) languages.

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4.2. Teachers' Interview analysis

Question one: How long have you been teaching English?

Table 4.1: Teachers' Experiences

Teacher(s)	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Year(s)	31	20	13	4	1

The interviewees have been teaching English from one (1) year to thirty-one (31) years. So, three teachers experienced teaching English from thirteen (13) to thirty-one (31) year, while two (2) teachers are respectively somehow novice. They have been teaching English from one (1) to four (4) years. It means that these teachers belong to different generations and they implement different strategies, techniques and methods concerning the English language teaching and their experience would help us to find answers to our research questions.

Question two: How you consider your students' vocabulary level?

Table: The Evaluation of Students' Vocabulary Level

Teacher(s)	One	Two	Three	Four	Five
Students' level	Good	Weak	Good	Good	Good

This question aimed at getting insights about the students' vocabulary level. Four (4) teachers replied positively while one (1) teacher answered negatively; that is to say, he

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declared that his students' vocabulary knowledge level is weak because they focused more on grammar skills.

From the majority of teachers' responses; we can deduce that teachers at Bouhrine Cherif secondary school considered their students' vocabulary level as good.

Question three: Do you present new words in every lesson?

This question particularly aimed at looking whether teachers provide their students with new words in every lesson; all of them replied that they present new words with its full explanation. They reported that:

- Personally, I devoted every lesson a corner on board called "word a day". I usually provide new vocabulary items which are related to the lesson with other words along the session. **T1]**
- Each lesson we carry with new word and I ask the students to write all words in vocabulary notebook. **T2]**
- Yes of course, every lesson I present new words for them which is related to the textbook lessons. **T3]**
- Yes, I always try to make some games and activities concerning vocabulary; for the new items, I give them definition and use myself and sometimes give them just the word and ask them to search for it at home and bring it to me next session. **T4]**
- Yes, I ask them to bring a kind of alphabetic stickers, and when they encounter new or difficult item I give them its meaning and ask them to write it on the stickers then stick it in their copybook. **T5]**

From the responses above, we notice that teachers have different techniques in presenting new items to their students inside the classroom.

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Question 4: Do you assess your students' vocabulary in classroom? How?

The fourth question was administered in order to know the assessment's techniques that the teachers follow in order to assess their students' vocabulary knowledge. The aim of this question was to get an overview about secondary school teachers' attitudes towards the learners' vocabulary assessment. Three (3) teachers answered that they usually give them vocabulary activities like fill in the gaps, multiple choices, matching words with its definition...While the other two (2) teachers they said that they setting tasks which elicit their vocabulary knowledge.

Question 5: What are the strategies you use in teaching vocabulary?

From the recorded answers from our sample, teachers showed different opinions concerning this question.

- Teacher one (1): “vocabulary is better taught through examples and illustrations”
- Teacher two (2): “cognitive and memory strategies are of a great use while teaching vocabulary”
- Teacher three (3): “as the types of vocabulary activities suggest, the direct memory strategies (creating mental linkage through association or placing new words into a context or applying images and sounds like using pictures, semantic mapping...”
- Teacher four (4): “matching new words to something with which they are already familiar”.
- Teacher five (5): “I think pictures, examples and illustration is the best way to make them memorize new words”.

The five interviewees showed that they use different strategies in teaching vocabulary like memory strategies, by creating a mental linkage, using pictures, examples, illustrations...

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Question 6: Do you ask your students to use dictionaries during lessons?

All the five teachers stated that they ask students to use dictionaries during lessons, and they agree on the importance of this pedagogical tool in helping the students to enhance their vocabulary.

Question 7: what are the situations in which you ask your students to use dictionary?

This question aims to know when the student is in need to use dictionary, the interviewees have different responses. Some teachers say that learners use dictionary during reading, and others say that the learner is required the dictionary while reading and writing. But an interviewee asserts that the use of dictionary is necessary in all the learning situations.

Question 8: Do you think that searching about the meaning of a new word in the dictionary may help the learner more in memorizing it more than give them its meaning?

The aim of the question is to confirm the effectiveness of the dictionary use as a pedagogical tool. The teachers' responses are differing and these some of them:

“I am not sure about that. I think; it is preferable for learners to be guided by the teachers because one word can have different meanings and the learner cannot choose the appropriate one” **T1]**

“I think that doing it themselves is a better than give it to them because they may get more information from the dictionary like pronunciation, spelling, examples...” **T2]**

“I think that the students cannot rely on only on their teachers, they should search themselves and this may help them more and more. I believe that in this case the teacher can be replaced by the dictionary”. **T3]**

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These comments clearly reveal that some teachers are with the idea of the student's searching for a word is a better technique that helps him to memorize the word more than get it from the teacher. Whereas, others think that students must be guided by the teacher.

4.3. Data Interpretation

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

This study was carried out to investigate the teachers' and learners' positive attitudes towards of dictionary use as a teaching technique on vocabulary achievement of secondary school students, as well as to draw attention to the importance of vocabulary and the necessity of showing learners strategies, skills and techniques of using dictionary. The findings are discussed in relation to the research aims at the following:

The results of the students' questionnaire have shown that most of learners of English have a positive attitude towards the use of dictionary as a vocabulary teaching technique. Having positive attitude indicates that learners are aware about the educational value of both vocabulary learning and dictionary; dictionary played a crucial role in the learning process.

Regarding the importance of the vocabulary, results from the students' questionnaire provide a clear idea about the learners' attitudes towards the use of dictionary in enhancing their vocabulary; they 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 improve their vocabulary. The vast majority of the respondents regard the use of dictionary as an effective strategy that helps to facilitate the learning process. According to them, there are many

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reasons for the inclusion of dictionary in the EFL classes; it may help them to acquire new and difficult items, it offers a way to highlight the words equivalent in other languages, and it makes the learner aware more about the word's information like checking the meaning, the usage, the spelling, the word's etymology...We can consider dictionary as an explanation strategy which motivate learners and makes them involved and engaged in the learning process.

Moving to the interview results, researchers can say that teachers are shedding light on the crucial importance of vocabulary because a rich vocabulary provides learners with new items that help them to master a language and make them capable of expressing their ideas and thoughts i.e. effective and successful communication. For that reason, the vast majority of teachers work on presenting new words every lesson in order to enrich and enlarge their students' vocabulary size; they give a huge importance to teaching vocabulary knowledge, considering it as a crucial component of the EFL teaching.

The results of teachers' interview have revealed the positive attitudes of towards using dictionary in enhancing the learners' vocabulary. Teachers ask their students to use dictionary frequently inside and outside the classroom because of its effectiveness in the process of learning vocabulary. Some interviewees agreed that students should not deny the necessity of using dictionary which is a beneficial tool for them and they added that the dictionary may replace the teacher role of transmitting the word's meaning.

Conclusion

This chapter represented the practical part of the current study. It is composed of two main sections: the first section was devoted to the description of the participants, the data

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tools collection and the analysis of the results. The second one provided the discussion of the results obtained from both students' questionnaire and teachers' interview. The results obtained from the present study lead to the conclusion that using dictionary is a good mean that can enhance the EFL learners' vocabulary repertoire.

General Conclusion

Teachers' and Learners' Attitudes towards the Use of Dictionary in Enhancing Vocabulary Learning

In conclusion, vocabulary is an essential part in foreign language learning; it is an important component of language that helps in building up the four language skills. Learning vocabulary is very significant for foreign language learners; that is why it is needed to recognize the words of the language. A considerable numbers of research studies pointed out that using the dictionary is of good benefits in learning vocabulary. The aim of this study is to investigate the attitudes of both EFL learners and teachers at Bouhrine Cherif secondary school towards the use of dictionary in enhancing vocabulary learning.

This study was hypothesized if Bouhrine Cherif secondary school EFL learners and teachers have positive attitudes towards the use of dictionary in enriching the learners' vocabulary knowledge. To assert the previously hypothesis, two research instruments were used; the students' questionnaire which has been designed to investigate the learners attitudes towards using dictionary and its effects on their vocabulary learning, and the teachers' interview which has been set down to reveal the teachers points of view about the use of dictionary as a pedagogical tool in enriching and enlarging the learners vocabulary repertoire.

All in all, according to the findings of the students' questionnaire, they assert that the dictionary plays a vital role in developing their vocabulary learning process. Additionally, the results obtained from the teachers' interview has confirmed the students point of view, also, it have been proved that using dictionary is an efficient strategy that teacher should ask their learners to use in order to help them to achieve their vocabulary knowledge and the secondary school is the best period to show the technique and skills on how to use it. This leads to say that the hypothesis of the present study has been confirmed.

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Résumé

La présente étude a pour but d'explorer les attitudes des enseignants ainsi que les élèves concernant l'utilisation de dictionnaire pour développer l'acquisition du vocabulaire au lycée de Bouhrine Cherif-Chakfa (Jijel). Deux outils de recherche ont été utilisés : un questionnaire pour connaître les attitudes des étudiants vis-à-vis l'utilisation du dictionnaire. L'interview en revanche, était pour connaître est-ce que les enseignants utilisent le dictionnaire comme un outil pédagogique dans les classes et aussi est-ce qu'ils encouragent leurs élèves pour l'utiliser fréquemment.