

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Seddik Ben Yahia University-Jijel
Faculty of Letters and Languages
Department of English



**The Effectiveness of Using Monolingual and
Bilingual Dictionaries in Translating English/
Arabic Texts on Learners' Vocabulary Retention
The Case of Second Year EFL Students.**

**A Dissertation Submitted in Partial Fulfillment for the Requirements of a Master
Degree in English Didactics**

Submitted by:

Sarra GRINE

Hani BOUREMOUZE

Supervised by:

Mrs. Sara MEZZEREG

Board of Examiners:

Chairwoman: Mrs Sabrina HADJI University of Jijel

Examiner: Miss Ilham MELLIT University of Jijel

Supervisor: Mrs. Sara MEZZEREG University of Jijel

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Dedication 1

This work is dedicated to

- My dear, beloved, precious parents who are always next to me, supporting me, pushing me forward, and encouraging me. My dear parents who stood by me along my educational carrier and who knows me well before I express myself.
- To one of the most valuable people in my life, my grandmother who is always in mind despite the distance between us.
- To my dear siblings, brothers and sisters, who are always supporting me,
- To my dear niece Roufaida and nephews Seradje and Amire.
- To my dear sister Amal who is living very far away from us and to her beloved son Joud.
- All my friends and classmates

Dedication 2

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- To my dearest friends
- To my pair working Hani

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Abstract

The current work is an attempt to investigate the effectiveness of using the monolingual and bilingual dictionaries on learners' vocabulary retention when translating English Arabic texts. More precisely, the aim of this study is to identify which sort of dictionaries is more helpful for learners to construct and expand their vocabularies. Besides, it tries to demonstrate to learners what dictionary to use to translate texts from English into Arabic. This work is based on the hypothesis that if EFL learners use monolingual dictionaries instead of bilingual ones for the purpose of translating English Arabic texts, they will acquire far more vocabulary. The current research is a case study. We have adopted an experimental research design based on an experiment. We used one data collection tool which is the experiment. The experiment comprised three stages, the pre-test, the treatment, and the post-test. To conduct the experiment, we chose fifty second year EFL students at the department of English at Mohammed Seddik Benyahia University from the whole population which is slightly above two hundred and fifty students. When translating English Arabic texts, learners would inevitably tend to rely on an English Arabic dictionary to reveal the meanings of certain ambiguous words. That is the result of the existence of ready equivalents in such type of dictionaries. Besides, monolingual dictionaries seem to be less useful in the domain of translation. Explaining a word in the same language would enable the learner to have an understanding of the meaning of the word, however, this would raise another challenge for learners to find the right equivalent in the language to which they are translating. The findings of the research revealed that monolingual dictionaries help learners to widen their vocabulary more than bilingual dictionaries. This has revealed the usefulness of monolingual dictionaries in the domain of translation. The learners are henceforth advised to use monolingual dictionaries when translating English Arabic texts for its usefulness as a translational tool and its effectiveness for broadening learner's vocabulary.

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List of Abbreviations

BDs : Bilingual Dictionaries

EFL : English as a Foreign Language

GTM : Grammar Translation Method

L1 : First Language

L2 : Second Language

MDs : Monolingual Dictionaries

OED : Oxford English Dictionary

SL : Source Language

TL : Target Language

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General Introduction

Introduction

A dictionary could be one of the best tools to help learners to acquire the second language (L2); moreover, a dictionary can be seen as an authentic source of knowledge in foreign language learning classes. There are two kinds of dictionaries compared in this study; they are monolingual dictionary and bilingual dictionary. One of the modules that entail the use of dictionaries is translation in which students rely on as a source of vocabulary. In other words, what sort of dictionaries is more appropriate for translation on one hand, and leads to vocabulary retention on the other hand. This study attempts to evaluate the effectiveness of both dictionaries used for L2 vocabulary retention while translating texts from English into Arabic; furthermore, by evaluating the effectiveness of such dictionaries for EFL vocabulary learning and what dictionary will have a positive impact on learners' vocabulary retention.

1/ Review of Previous Researches:

Scholars and researchers in the field of didactics of English have largely concentrated on the crucial role that dictionaries play in EFL classes. Ahargari and Abbassi Dogolsara (2015), for instance, investigated the effects of using monolingual and bilingual dictionaries on Iranian intermediate EFL learners. Furthermore, their study aimed at investigating what sort of dictionaries would be more helpful for EFL learners. The findings of the study showed that monolingual dictionaries are more effective.

Laufer and Hadar (2014) conducted a study that aimed at examining the effects of different types of dictionaries (monolingual, bilingual, bilingualized) on learners' comprehension and production of new words. The results of the study demonstrated that the use of bilingualized dictionaries yielded the best scores. Lyn's (2007) study was an attempt to examine the effects of using electronic, printed, and no dictionaries on vocabulary knowledge and reading comprehension with Japanese EFL university students. The results of the study proved that students who use dictionaries perform better than those students who do not. Students who use electronic dictionaries gained high scores than those who use printed dictionaries. Shen's (2013) area of study was to investigate the effects of vocabulary knowledge and dictionary use on

EFL reading performance. The study consequently showed that scores on vocabulary size, specific vocabulary knowledge, and reading comprehension are extremely correlated. The previously mentioned studies targeted fundamentally at detecting the differences, as well as the similarities occurring between certain types of dictionaries. They furthermore revealed the fact that each type of dictionary has different effects on learners' vocabulary, comprehension, and even scores.

2/ Statement of the Problem:

One of the most challenging tasks for learners of English as a foreign language in Algeria is the need to use dictionary in order to translate English Arabic texts. Hence, using monolingual or bilingual dictionaries might have a great contribution in developing learners' Language proficiency. In addition, it might lead to recall and retention of lexis. Because of the importance of vocabulary learning a foreign language, learners need to use dictionary to facilitate the process of translating texts and attain vocabulary. Consequently, the use of monolingual and/or bilingual dictionaries may affect to some extent learners' vocabulary retention when they understand the words in their context.

3/ Research Questions:

This study aims to answer the following questions:

- What kind of dictionaries is mostly used by English second year students at Mohamed Seddik Benyahia University-Jijel
- How can dictionaries be helpful to the students in their learning?
- To what extent monolingual and bilingual dictionaries can affect students' efficiency in vocabulary retention?

4/ Aim of the study:

As an academic researcher, this work is carried out mainly to investigate what kind of dictionaries is mostly used by second year English students at Mohamed Seddik Benyahia University-Jijel. It aims to shed

light on the effectiveness of using dictionaries to translate texts in academic setting, and to see its impact on learners' vocabulary retention.

5/ Research Hypotheses:

The present study is based on a two main hypotheses. First, if second year EFL students use monolingual dictionaries when translating English Arabic texts, the encountered vocabulary during the process of translation will be profoundly memorized. Second, students will broaden their vocabulary size more if they select to use monolingual dictionaries instead of bilingual dictionaries when translating English Arabic texts.

6/ Means of research:

In this research, we will try to demonstrate what type of dictionaries (monolingual or/and bilingual) is more useful for second year EFL students when translating English Arabic texts, and hence to acquire new vocabulary. We strive to show learners the most appropriate and beneficial dictionary to use. To this end, the adopted research design used is quantitative based on an experiment. Our experiment was adopted as the data collection tool. The sample of the study was hence randomly selected from the wider population, which was on the other hand selected on the basis that second year EFL students use dictionaries more since they start studying translation in the same year. After selecting of fifty participants out of two hundred fifty second year students. The selected candidates are randomly assigned into two groups. The nature of this study entails this type of research since conducting an experiment is inevitable. The division of the sample into two groups is mandatory in order to make a comparison between the two groups.

7/ Structure of the study:

The present research is divided into two parts, the theoretical part, the practical part, in addition to the general introduction. The theoretical part is on one hand divided into three sections that manipulate the three variables of the study. The first section deals with dictionary, where it is described in details involving a historical background, definitions, and major types of dictionaries. The second section is designed to deal with translation. This section involves a definition of translation, a historical background, as well as

approaches to translation. The third section encompasses vocabulary retention as the third variable of the study. It includes a definition to both vocabulary and vocabulary retention, factors affecting vocabulary retention, in addition to other relevant information. The second chapter of this research is called the practical part. It describes the methodology followed in order to conduct this study including instruments, data analysis, as well as interpretations and analyses of the findings. The chapter is concluded by comparing the results of the research to the questions that have once been raised and to the research hypothesis.

Chapter One: The Theoretical Part

Introduction

The first chapter of this paper will be devoted to three issues. The first section deals with the dictionaries. At the beginning, we will define it shedding light on its roles. Besides, we will show a brief history on the foundation of the early English dictionaries. We will move to discuss other types of dictionaries with an emphasis on both bilingual and monolingual dictionaries. To this end, we will compare between the two types of dictionaries referring to their similarities and differences. Additionally, the first section will encompass a set of morphological and syntactic information that a dictionary should contain. The section will be concluded by information about dictionary entries. The second section is an overview of the issues related to translation. As a matter of fact, it discusses first the definitions provided by different scholars along with the aspects that describe it. Additionally, it sheds light on the history of translation in western world as well as the Arab world. Moreover, it outlines the types and approaches of translation together.

Finally, in the third section we attempt to cover the main aspects of vocabulary retention in the domain of language teaching and translation. The section first starts with definitions given to vocabulary and vocabulary retention by different scholars. Second, we introduce the different types of vocabulary as identified by scholars. The third element is the importance of vocabulary in language teaching. The fourth element we will discuss in this section is the process in which vocabulary is being acquired. Fifth, we introduce the link between vocabulary acquisition and translation. We will conclude by discussing the issue of vocabulary estimate and measuring.

Section One: Dictionaries

1.1 Definition of Dictionary

In etymology, the modern term 'dictionary' came from Latin *dictionarium* through French dictionnaires which properly means *a book of sayings* (Hartmann, 1992, p. 5). The Oxford English Dictionary (2013) defines a dictionary as a book dealing with individual words of a language (or certain

specified class of them) so as to set forth their orthography, pronunciation, signification and use, their synonyms, derivations and history, or at least some of these facts. For convenience of reference, the words are arranged in some stated order, now in most languages, alphabetical, and in larger dictionaries, the information is illustrated by quotations from literature.

1.2 Dictionary Roles

According to Ahangari and Abbassi Dogolsara (2005), dictionaries provide learners with information about grammatical points, usage of words, synonyms, formality, how to use derivative affixes, and more information about the discrimination occurring between spoken and written language that learners may not find in textbooks.

1.3 A Brief History

The emergence of dictionaries may go back to the settlement of Assyrians in Babylonia. Al-Kasimi (1977) stated that the oldest dictionaries were made in Iraq for learning purposes. The emergence of dictionaries according to him was thanks to the Assyrians who settled in Babylonia about three thousand years ago and faced difficulties in understanding the Sumerian signs. They had to translate the Sumerian language into their mother tongue. The translation was made by young learners and their teachers to serve their needs in comprehending the foreign language.

2.1 Definition of Lexicography

Lexicography is a linguistic discipline which is concerned with the art and craft of making dictionaries. It focuses on designing, compiling, and evaluating lexicons. Lexicography is divided into two groups, practical lexicography and theoretical lexicography.

1. Practical Lexicography

It refers to compiling, writing, and editing dictionaries. The main concern of this group is defining the communicative and cognitive functions of dictionaries as well as selecting components of a dictionary such as definitions, phrases, and examples. Furthermore, practical lexicography is concerned

with defining words, organizing elements of dictionary, and translating concepts in bilingual dictionaries.

2. Theoretical Lexicography

It is a scholarly discipline of analyzing and studying the semantic, paradigmatic, and syntagmatic relations within vocabulary of a particular language. Theoretical lexicography is concerned with the same aspects as the practical lexicography. However, its area of interest is in developing theories over evaluating, and developing principles to improve dictionaries in the future.

2.2. Types of Equivalents in Lexicography

According to Zgusta (1971), lexicographers in the process of designing dictionaries, bilingual dictionaries in particular, focus on two types of equivalents

2.2.1. Translational Lexicography

It refers to lexical items in the other language that have the same meanings as those of the counterparts. In other words, this type is about the exact translation of terms from the target language to the native one and vice versa. Learners find this type more useful and easier since they do not require further explanation to understand the word. The word *life* for instance has an exact equivalent in Arabic which is *الحياة*. This equivalent is directly translated between the two languages and is supposed to be understood immediately without any further explanations.

2.2.2. Explanatory Equivalents

It refers to the lexical items that do not share the exact meanings as those of the counterparts. In fact, most of words in bilingual dictionaries are explanatory equivalents and this is due to three main reasons.

- Cultural differences which reflects the fact that meanings are determined and influenced by culture. In other words what is appropriate or true in one culture may not necessarily be appropriate or true in other cultures.
- Grammatical words that are translated according to their function not their exact meaning. It is rare to find grammatical words which are equivalent in all languages.
- Polysemy, which refers to the words that have several meanings. In other words, a word in the target language can have different meanings in the source language.

3.1. Typology

Swanepoel (2003) defines the term typology as a system used for the purpose of classification and clarification of terms. Typology is concerned with the division of single item and broadening it to comprise various distinguishable items that are derived from the same origin (Swanepoel, 2003).

3.2 Typology of Dictionaries

According to Swanepoel (2003), the process of the classification of dictionaries into various types must satisfy three major characteristics.

- The classification must provide a general systematic overview of the different Categories and subcategories of dictionary types.
- It must provide links between different categories and subcategories within the lexical system.
- It must specify the most important characteristics of each category and subcategory.

3.3 Types of Dictionaries

Dictionaries can be classified in several manners and according to several criteria. Here we are going to mention briefly the most utilized and important dictionaries that are common in language teaching and learning nowadays. These types are monolingual dictionaries, bilingual dictionaries, bilingualised dictionaries, electronic dictionaries, and encyclopedias.

3.3.1. Monolingual Dictionaries

A monolingual dictionary can be simply defined as a dictionary in which the same language is used for words and their definitions. This type of dictionary will be explained further later in this section.

3.3.2 Bilingual Dictionaries

A bilingual dictionary is known to be a book that provides definitions for words in two languages. Each language is grouped alphabetically separated from the other. One, for instance, may find a word in one language and its definition in the other language.

3.3.3. Bilingualised Dictionnaires

Laufer and Hadar (2014) define the bilingualised dictionary as follows “a bilingualised dictionary is a combination of learners' monolingual dictionary (same number of entries and meanings for each entry) with translation of the entry. If the target English word has several meanings, then each meaning is translated.” (Laufer and Hadar, 2014)

3.3.4. Electronic Dictionaries

Electronic dictionaries are a type of dictionaries in which data are stored in digital or numerical form, and can be accessed through different types of media and electronic devices such as computers, smart phones, etc. Early electronic dictionaries were a form of printed dictionaries adopted to be available in digital format. OED, for instance, was scanned via specific technological tools and became available to be used in digital devices. The electronic dictionaries database can generally contain more than 500,000 headwords with their definitions and their equivalents if the dictionary is bilingual.

3.3.5. Encyclopedia

Encyclopedias are a type of dictionaries which is specialised and concerned with one subject or a set of subjects. Encyclopedias might be about medicine, others are about physics, literature, geography ECT. According to the Cambridge English Dictionary, encyclopedia is “ a large collection of information about one or many subjects, often arranged alphabetically in articles, in a book, or set of books, or available through a computer.”

4. Between Monolingual & Bilingual Dictionaries

4.1. The Bilingual Dictionary

El-Badry (1990) explains the reasons behind the creation of the first English Arabic bilingual dictionary. According to her, the fundamental motive was the Europeans' eagerness in the nineteenth century to comprehend and translate the oriental knowledge such as arts, medicine, philosophy etc. into English. Joseph Catafogo's *An English and Arabic Dictionary* is considered to be the first recorded English Arabic bilingual dictionary that was written in 1858. The dictionary comprised two parts : the first is Arabic and English, and the second one is from English to Arabic. It provided equivalent meanings to words in both languages. The words in the dictionary were ordered alphabetically in both English and Arabic. El-Badry also mentioned certain shortcomings associated with the dictionary. The main one is that the dictionary was brief and covered the essential vocabulary only, in other words, the book was about complex terms. It did not provide learners with simple vocabulary that would assist them in expressing themselves.

In 1863, Lane set a project to produce a bilingual English Arabic dictionary. The latter was projected to be broader and more accurate, but Lane died before finishing the work. Al-Mazrouei (2014) says “ Lane's (1863) project was an ambitious one, and he met his demise before he finished the dictionary ; nonetheless, he attempted to ensure that it was not an ordinary lexicon covering only common words. Instead, he dreamt of a lexicon that has a broad horizon, incorporating all Arabic concepts, both tangible and abstract.”

4.2. The Monolingual Dictionary

According to Al-Amin and El-Sayed (2013) monolingual English dictionaries emerged as books that list hard words i.e. wordlists that explained in plain English the poorly Anglicized Greek and Latin vocabulary. In other words, dictionaries were used to define the English words that were derived from Latin and Greek. Later on, lexicographers started to gradually include common words with the goal of providing a comprehensive coverage of the English language. Early examples of these works were Dr. Johnson's (1747) *The Dictionary* and Webster's (1851) *The Dictionary of the American English*. Gradually, a lexicographical tradition was established as a result of the foundation of a variety of native speakers' monolingual

dictionaries. Consequently, this type of dictionaries i.e. general-purpose types became favored by native speakers, and therefore, became the ones referred to as *dictionary*. This type of dictionary contains words ordered alphabetically and as it includes an important body of the English vocabulary with a limited size. At the top of monolingual dictionaries, comes the *Oxford English Dictionary (OED)* which its establishment lasted for a period of fifty years (1880-1930). It includes 20 volumes that trace the history and development of English words.

Other sorts of monolingual dictionaries have evolved and can be grouped, according to Jackson (1988 : 160) into four types. First, there are the very large library dictionaries like *Webster's Third International Dictionary* which covers over 400,000 English words. Second, another type is the desk dictionaries like *Collins English Dictionary* covering about 1650 pages with 170,000 words, in addition to the Longman Dictionary of English Language and Chambers' Twentieth Century Dictionary. Third, there are the "concise" dictionaries that contained generally about 1300 pages with 162,000 words, such as *Oxford Concise Dictionary of Modern English*, the *New Collins Concise English Dictionary* and the *Longman Concise Dictionary*. Finally, *The Pocket or Compact Dictionary* (about 900 pages with 70,000 words) such as *Oxford Pocket English Dictionary* and *The Collins Pocket English Dictionary*.

4.3 Differences Between Monolingual and Bilingual Dictionnaires

Underhill (1985) made a distinction between monolingual and bilingual dictionaries, demonstrating differences between both types, and how each type assists acquiring the target language differently.

- First, using monolingual dictionaries pushes EFL learners to think in the target language. According to him, foreign learners start learning English after mastering their mother language. Once they have mastered their native language, they learn English thinking of its concepts in their mother language. EFL learners using monolingual dictionaries eventually end up thinking in English. Users of bilingual dictionaries on the other hand spend more time translating English concepts in their minds, and that subsequently hinder the development of the four skills in general, and the speaking skills in particular.

- Second, Underhill believes that using monolingual dictionaries promotes the expansion of vocabulary size as a result of defining English concepts using a number of other English words. Bilingual Dictionaries on the other hand are based on the idea that the same concept has different meanings in different languages. Thus, the main role of the bilingual dictionary is to provide the learner with equivalent meanings, while it is difficult to find equivalents even in the same language. Osselton (1979) explains the same idea that if EFL learners succeed in finding equivalents, the provision of the associations of words that affect their meaning is necessary in order to help the learner to fully comprehend the term. Providing the learner with equivalents or similar synonyms in his/her mother tongue does not assist language acquisition which is regarded as the main goal of language learning. It rather assists him/her in knowing the terms of certain concepts in his/her native language. Monolingual dictionaries in contrast help the learner to acquire and broaden his/her vocabulary size. Yet, the learner may encounter two main obstacles when using monolingual dictionaries. One, In the process of searching for a particular word, the learner may come across more difficult words. In other words, the learner may find that the concept he/she is trying to understand is being explained with words which are also strange for him/her. According to Weinreich (1962) explaining some words with other more complex words is sometimes mandatory. He points out that if dictionaries explain the meanings of terms with simple words, accuracy will be sacrificed for simplicity. Two, in the learner's research for the definitions of words, he/she may find that the same words are being repeated. If the learner, for instance, is looking for the meaning of *melancholy* and finds it as *gloom*, while he/she does not know the meaning of the word *gloom* too. The learner then switches to find its meaning, and finds it translated as *melancholy*. The learner in such situations has no other solution but to check the bilingual dictionary.

- Third, Underhill uses function words as an example to compare between monolingual and bilingual dictionaries. Function words according to him are the cement of the foreign language. Bilingual dictionaries give definitions to such type of words without clear details. The emphasis on meaning in bilingual dictionaries is not sufficient to define the words and give clear ideas to the learner. There is always a need to identify the function of these words in order to assure that the

learner will use the words in a natural way. Dictionaries on the contrary offer a good chance giving further details on the functions of words, and that subsequently leads to the natural use of words.

- Forth, monolingual dictionaries offer clear long definitions to concepts in English and this leads to better comprehension of words, as well as training EFL learners and developing their speaking skills. Nevertheless, this feature of monolingual dictionaries raises another problematic issue when defining simple, common words. In other words, monolingual dictionaries failed at defining very simple words, even by providing long clear details. A common example of this is how the word *water* is defined in *OED* “the colorless transparent liquid occurring on earth as rivers, lakes, oceans etc. and falling from clouds as rain : chemically, a compound of hydrogen and oxygen, H₂O. It freezes forming ice at 32 F (0c) and boils forming steam at 212 F (100c).” This long definition may be terrifying for EFL learners, and even time consuming. Bilingual dictionaries are preferable when defining such simple, universal concepts that have clear, direct, and precise terms in all languages. Hence, foreign language learners can find definitions in their mother language easily without wasting time on reading long sentences that he/she may not understand unless he/she reads several times.

- Fifth, Underhill states that the examples provided along with definitions of words in monolingual dictionaries clarify meanings more. This feature supports the EFL learner introducing English appropriately and accurately. Lexicographers recently are aware of the importance of the examples provided in monolingual dictionaries, and that’s what has encouraged them to enrich and fill dictionaries with examples whenever it is beneficial, appropriate, and not overused.

5. Morphological and Syntactic Information in Dictionary

According to Heath (1982), grammar received little attention for the assumption that learners acquire the foreign language by the memorization of words and their meanings. In other words, it is sufficient for learners to know meanings of words. However, the role of dictionaries is not limited for meaning only, for the reason that the context in which words occur does matter as well. A learner may face difficulties in understanding meanings of utterances even if he/she is aware of words. The right justification for such cases

is that the learner fails at matching syntax with meanings of words. Al-Salami (1988) believes that grammar should constitute an essential part of any dictionary geared to the foreign language learner. Dictionaries harm foreign learners when neglecting grammar for two main reasons.

1. Foreign learners use dictionaries for both decoding and encoding (Ellegård, 1978).

Thus, eliminating grammar will hinder foreign language learners from producing the target language properly.

2. Since foreign learners do not start learning the foreign language until they master their mother languages, this will lead them to mix grammar rules of their native languages with others of the target language. This is in case the dictionary does not provide the learner with grammatical information of the foreign language. In addition to that, dictionaries should contain information about differences occurring between learners' mother languages and the target language.

Furthermore, warnings about the mistakes that the learner may commit should be included as well.

6. Grammatical Information to Include in a Dictionary

Jackson (1984) suggests three types of grammatical information that a dictionary should involve

- The inflections that a lexical item might have.
- The parts of speech to which an item might belong.
- Grammatical information of a more explicitly syntactic information provided

implicitly by means of illustrative examples (Jackson, 1984)

7. Elements of Dictionary Entry

A typical dictionary entry includes the following elements

1. The word or phrase broken into syllables.
2. The word or phrase with the pronunciation indicated through the use of diacritical marks – marks that indicate the vowel sounds such as a long vowel or a vowel affected by other sounds; accent marks, a mark called the schwa that tells you that the vowel is in an unaccented syllable of the word.

3. The part or parts of speech the word functions as – for example as a noun (n.), verb (v.), adjective (adj.), or adverb (adv.).
4. Related forms of the word, such as the plural form of nouns and the past tense of verbs.
5. The definition or definitions of the word or phrase. Generally dictionaries group the definitions according to a word's use as a noun, verb, adjective, and/or adverb.
6. The origin, or etymology, of the word or words, such as from the Latin, Old French, Middle English, Hebrew, the name of a person. Some dictionaries use the symbol < to mean "came from." For example, the origin of the word flank is given as "<Old French *flank*<Germanic." This tells us that *flank* came from the Old French word *fancy*. The French word in turn came from the German language. Some dictionaries use abbreviations to tell you where the item came from: OE for Old English, L for Latin, and so forth.

8. Interpretation of Dictionnaire Entries

In order for learners to interpret a dictionary entry correctly, they should go through the following steps

- a. Pronounce the word in syllables using the diacritical marks as a guide.
- b. Note the part or parts of speech of the word and any related words.
- c. Read the definitions.
- d. Check the etymological reference to see if you can find remnants of the meaning of the originating word in the meaning of the entry.
- e. Use the word in a sentence that has a clue in it as to the meaning of the word.

(Hennings, p.5)

Section two: Translation

1. Definition of Translation

Depending on the theoretical perspective taken, numerous definitions of translation, narrow and broad, are supplied. Translation is a mental activity in which a meaning of given linguistic discourse is

rendered from one language to another. It is the process of transferring the linguistic entities from one language into their equivalents in another language. Translation is an act through which the content of a text is transferred from the source language into the target language (Foster, 1958).

The language to be translated is called the source language (SL), whereas the language to be translated into or arrived at is called the target language (TL). Apart from a high degree of linguistic sensitivity, translators should know the source and the target language as well as to transmit the purpose, original thoughts and opinions of the writer as precisely and faithfully as possible in the translated edition.

As far as translation is concerned, many definitions had been explored to clearly demonstrate its meaning. According to Ghazala (1995), translation is typically used to indicate the processes and methods being employed in order to convey the meaning of the source language into the target language. This definition appears to emphasize the notion of meaning as a vital component in translation. I.e. achieving a relevant translation requires understanding the meaning of the source language.

Translation is a process as well as a product. According to Catford (1965), “translation is replacing textual material in the same language (SL) with a similar textual material in the other language (TL)” (p 20). This definition indicates that translation is a process in the context of operation. From two different perspectives, Hatim and Munday (2004) define translation. Translation, firstly, is an act of taking and translating a text from one language into another. Secondly, translation is a product that focuses on the results of the translator, the concrete translation product.

According to David Grambs’ Literary Companion Dictionary (1984), translation is “the rendering of something, and its meaning, from one language into another; a word, phrase, passage, or work transmitted from one language to another; a text not in its original language; rephrasing in simpler terms; clarification” (373). Additionally, The Longman Dictionary of Word Origins (1983) mentions that the word *to translate* originates from the Latin word *translates* (trans+latus), which means *to carry over*; implicitly meaning to carry over meaning from one word to another (255-256).

2. History of Translation

2.1 Translation History in General

Translation has always been significant in the history of writing as it has been crucial in the production of many languages and literatures in historical terms (Dimitrova, 2005). It is, however, irrational to claim that as a communication practice, it has never been more common and significant than in today's information society and that its importance will diminish. Texts of various kinds are written and spoken in new and old kinds of communication media and often translated into spoken or written form by men or machine, and made available in several ways to new readers: printed and published, displayed on screen, and written. All kinds of texts are translated: literature, language for specific purposes, for specialists, and for the general public, spoken and written texts, well-written texts and texts of poor quality. Translation is a vital part of international trade and co-operation and absolutely necessary for international organizations, such as the UN and the EU.

With regard to this point, Lieven D'hulst (2001, 21, as quoted in Bandia and Bastin, 2006, p.1), “History of translation has not received research merit attention and cannot be compared with any other kind of research in translation studies.” According to Bao and Thu (1999) Translation was always done for someone by another. The first evidence of translation dates back to 3000 B.C, during the Egyptian Old Kingdom, the First Cataract region, Elephantine, where inscriptions have been found in two languages. Thousands of years later, Luther's Bible translation in 1522 became an important factor in the West that led to the foundations of modern German. During the 19th century, translation was primarily a one-way of communication between prominent men of letters and, to a lesser extent, philosophers, scientists and their educated readers abroad. Diplomacy was previously in Latin and French, while trade was in the dominant country language. The 20th century was known as *the translation era* to which translation can be applied.

International agreements are now being translated for all interested parties between states, between state, public and private organizations, whether the signatories understand each other's languages or not. Translation plays an enhanced role in creating a new foreign organization, creating an independent state, and establishing a multinational corporation. Simultaneous publication of the same book in various languages and the growth in global communication have thus increased the demands on the exponential increase in technology (patent, specification, documentation), and the attempt to take it to developing countries. It is a

good example of the significance of translation and interpreting that the very survival of bodies like the United Nations is crucially dependent on interpreting and translation.

In this point, Sawant (2013) reviews translation history in various languages is necessary. There are period divisions made by scientists such as George Steiner. The history of translation is split into four periods, according to Steiner, Cicero, and Horace to Alexander Fraser Tytler is the first period from the Roman translators; Valery and Valery are the third and the fourth period of the 1960s. Translation history from 3000 B.C. has been emphasized. Rosetta Stone is regarded as the oldest translation work of the second century B.C

2.2 History of Translation in the Arabic World

According to Baker and Saldanha (2009), Arabic is the semi polar south-central language that is spoken in the Arab and Islamic world by a large population. It originated from the Arabian Peninsula and extended well beyond the confines of its native town in the seventh century with the rise of Islam. Moreover, in the very early days of Islam, translation and interpretation activities must have also existed, although there is very little record of this activity. However, we know that the Prophet Muhammad, peace and blessings be upon him and his household has sent messages to various political leaders, such as the Viceroy of Egypt, urging them to embrace the new religion. Without some sort of linguistic mediation, such an exchange between the Prophet and non-Arab leaders could not have occurred. In addition, the Quran contains many words taken from languages such as the Greek, Persian, Syrian, and Hebrew.

Following the rise of Islam and the growth of the Islamic Empire, the new cultural landscape became vastly richer and more complete than any of the Arabic peoples. At the intersection from eastern and western civilizations, the new empire unified Greek, Indian, Persian, and Egyptian, the most advanced cultural traditions of the era. One of the major implications of this development was the transition to the written and spoken language of a vast civilization consisting of many ethnic and linguistic people, from a predominantly oral language spoken by an ethnically homogeneous group of native speakers. The transformation of the oral Arabic culture into a literate one could seriously proceed, and the main role in this process could be played by translation.

The first coordinated, widespread translation practice in history is credited to the Arabs. This activity began during the reign of the Umayyads (661-750) and reached its peak under Abbasids (750-1258), especially during al-Ma'mūn (813-33). Baghdad, a magnificent city that was founded by Abbasid caliph al-Mansūr (ruling 754–75) and the site of many occurrences during the famed thousand and one nights, was the focus of this activity. Periods that propel translation in the Arab world are the following,

- The Umayyad period.
- The Abbasid period.
- Translation under the Ottomans.
- Translation under Muhammad Ali.
- Translation and Nahda.

Each period has contributed to the evolution of translations in the Arab world.

3. Differences between Translation and Interpreting

According to Suryasa (2016), translating and interpreting is a fascinating and difficult work for a variety of reasons. In the area of translating or decoding, trainees will be able to shape right constructs as easily as possible in transmitting text in written or spoken languages. Both translation and interpretation allow communication from source to target languages. Translation decrypts from one language to another the significance of the written word. Interpretation transmits from one language to another the essence of the spoken word.

According to Nicholson (1995), the distinction between *translation* (written product) and *interpretation* (oral product) is widely understood by those outside the profession. Interpreters, especially, are encouraged when they see the on-screen '*Voice of the Interpreter*' flash instead of '*Voice of a Translator*' during news casting. However, many scholars and practitioners (conditions are not mutually exclusive), select the general translation to include both the oral and the writing product.

Traditionally, the field of interpretation centered on *committee* environments (such as those typified by the United Nations and the European Community). Over recent years, however, there has been a major increase in the area of *group* interpretation, which encompasses legal, medical, mental health, translation

and interpretation law, law and social services environments. Consecutive interpretation — the norm at conferences before simultaneous interpretation was widely adopted after its success at the Nuremberg Trials — is now mainly used for community interpretation, such as witness testimony in court, doctor/patient interviews, police interviews and consultations between social workers and their clients.

Riccardi (2008) cited that one of the first articles dealing explicitly with the question of the differences between translation and interpretation was published by Harris in 1981. Besides the fundamental differences deriving from dealing with written or oral text (i.e. a full text that can be read extensively before starting the translation or a text forming section leaving the interpreter unsure about the future development), Harris points out that in interpretation the fidelity dedication of the interpreter is directed to toward the ‘speaker’s communicative intent’ and not, as in the case in translation, to the ‘author’s specified text (Harris 1981, p. 157). Of course, that is generalization, as Harris himself acknowledges, even along with the time constraint exerted on the translator by the oral modality. It is the context, the communicative event in which interpretation takes place which creates a situation entirely different from written translation. Another point highlighted by Harris is the different relationship between author, translator and reader, on the one hand, and between speaker, interpreter, and audience, on the other. Translators seldom know the author of the text they are interpreting (there are standards, however, as e.g. in the case of literary translation) and have little interaction with the reader, whereas interpreters are usually in touch with both the speaker, in all his/her peculiarities, and the listeners who respond instantly to what is being said. The text being interpreted cannot be changed or updated by anyone else, the interpreters are solely responsible for what they say, and there is no buffer between them and the audience.

Interpretation and translation are two closely related linguistic disciplines and they are seldom performed by the same people; the disparity in skills, experience, aptitude, and even knowledge of language is so great that few people can do both effectively at a professional level. On the surface, the difference between interpretation and translation is only the difference in the medium: the interpreter interprets orally, while the translator interprets the written text. Interpreting and translating presuppose a certain appreciation of language and a strong understanding of more than one language.

4. Type of Translation

The classification of types and methods is examined for translation. According to Jakobson's seminal paper (1959/2000) distinguishes between three major forms of written translation: intra-lingual translation, inter-lingual translation and inter-semiotic translation. Intra-lingual translation is the translation of textual materials in the same language and can include rewording or paraphrasing. The translation of written content from one language into another is inter-lingual. It is also known as the right translation. Inter-semiotic translation is the translation or representation of oral signs by a painting or a symphony of music or by nonverbal signs.

Furthermore, each theorist considers and classifies these forms of translation differently. Literal versus free translation, for example, is enough for Ghazzala (1995). According to him, the two forms can be crammed into all available typologies. In all, Ghazzala (1995, p. 5) sees that the available typologies may include the following types:

1. Semantic versus communicative translation.
2. Formal versus dynamic translation.
3. Non-pragmatic versus pragmatic translation.
4. Non-creative versus creative translation.

Whereas Ghazzala (1995) only addressed literal and free translation, he started with a literal translation which, according to him, is of two kinds:

1. Word-for-word translation.
2. Direct translation.

The first form is intended to translate single words, without taking into account variations in grammar or other languages. Word-by-word translation thus requires fourteen strict conformities with the language of the source text and allows the translator to determine the exact equivalents. On the other hand, direct translation takes grammar and language differences into account in the second form. Several scholars, like Ghazzala (1995), argued that such a process can be very damaging because it might lose its importance.

In this context, Chukovsky (1984) said that "its adoption sometimes leads to a total distortion of the meaning of the original (p. 6).

Lefevere (1975) argued that this approach has significant limitations. On one hand, free translation is to translate without restriction. This is often referred to as a sense-for-sense translation. In free translation, the translator focuses on the production of a natural readable target text. This is more target text-oriented than literal translation; free translation does not take much account of the meaning of the source text.

Catford (1965) suggested that there would be no cap to free translations.

5. Approaches of Translation

Newmark (1988) stated that there are two approaches to translation. First, you begin to translate sentence by sentence, for example the paragraph or chapter, to get the feeling and tone of the language, and then you purposely sit back, study the position, and read the rest of the SL text. Second, you read the entire text two or three times, and find the meaning, document, sound, mark the difficult terms and passages, but begin to translate only when your bearings have been selected. Which of the two methods you choose may vary from the temperament or trust in your intuition or analytical powers (for the second method). You may think the first approach is more suitable for a literary and the second one is more suitable for a technical or institutional text. The danger of the first method is that it can leave you with too much overhaul at the beginning and thus waste time. The second form may be mechanical (usually preferable). According to him the process of translating starts by choosing a form. Second, when we translate, we translate into four levels: the SL, the referential, the cohesive, and the natural level.

a. The textual level, the SL (clauses and groups) you convert into its ready TL equivalents and you translate the lexical units into meaning that is immediately relevant to the sentence. When you translate, your base level is the text. This is how literally the source language is translated to the target language and how much translation you must eliminate, but also how to correct paraphrasing and parer-down synonyms. This is the level of paraphrase, and some of your mind may be on the text floor while someone else is elsewhere. Translation is above all the job you have to think of several things at the same things.

b. Referential level, if a text is technological, literary, or bureaucratic, you need to make up your mind summarily and constantly, what it is about, what it is in support of, and what is the peculiar slant of the writer to it. When it is not obvious with each paragraph, when there is an uncertainty, when the writing is abstract or figurative, you have to ask yourself: What's really happening here? And for what? For what reason, to what end? Can you see it for yourself? Do you see it? If you cannot, the linguistic level, the text level and the referential level must be "supplemented", the empirical level with the requisite supplementary knowledge from this level of truth, the facts.

c. Cohesive level, this level follows the structure as well as the moods of the text and the structure through connective words (conjunctions, enumeration, reiterations, specific article, general words, referential synonyms, marks of punctuation) linking the phrase usually from information known (theme) to information of a new nature (rhyme). Secondly, mood between positive and negative, emotional and neutral is a cohesive factor. You must, for instance, identify the difference between positive and neutral, say 'died' and 'retire' etc.

d. Naturalness level: you have to ensure for the vast majority of text: (a) that your translation makes sense; (b) that it reads in a natural way, that the grammar, the terms and the idioms that refer to this situation are written in the ordinary language. Usually, this can only be accomplished by disengaging yourself temporarily from the SL text, by reading your own translation as if no original existed. You have got to wonder, would you want to see this ever in *The Times*, *The Economist*, a textbook...? Is this type of writing commonly used? If yes, how often? In an existing dictionary, search and evaluate terms and expressions. Note any word you are suspicious of.

Four levels to combine: you can keep the four levels in parallel. They are distinct from each other but often affect each other and may conflict. You must always keep in mind the level of reality, but you must only let it filter into the text if it is necessary to complete or ensure the readership's understanding of the text and normally only into informative and vocational texts.

6. Modes of Interpreting

According to Erikson et al. (2006), modes of interpretation have evolved over time. Three forms of interpretation are now accepted by the profession and have been incorporated in federal and state statutes and court rules: simultaneous interpretation, consecutive interpretation and sight translation. Each style is tailored to the particular needs and circumstances of the judicial process and to legal and quasi-legal situations.

1. Simultaneous interpretation is the rendering of one spoken language into another when rendering is needed at the same time as the communication of the English language. The interpreter speaks practically at the same time as the person in the LEP. When done properly, the interpretation of one language to another is true and accurate, without omissions or embellishments¹, so that the parties can quickly understand each other.

2. In a consecutive interpretation, the interpreter waits until the speaker has finished speaking in another language. Consecutive interpretation is a true and accurate interpretation of one language to another, spoken in brief sound bites successively, without omissions or embellishments, so that the parties can understand each other slowly and intentionally.

3. Sight translation is the rendering in another language of material written in one language into spoken language. It is a true and accurate verbal translation of written material into spoken form, so that the parties can understand what documents are written in foreign languages.

Section three: Vocabulary Retention

1. Definition of Vocabulary

Depending on the theoretical perspective taken, numerous definitions of vocabulary, narrow and broad, are supplied. Vocabulary can be described as words that we need to learn to communicate effectively; words that speak (expressive vocabulary) and words that listen (receptive vocabulary) (Neuman & Dwyer, 2009, p.385). Additionally, Miller (1999, cited in Zimmerman, 2007) notes that the vocabulary is a set of

terms that form the basis of sentencing. In Gardener 's opinion (2009, as Adger, 2002) words include not just the meaning of words, but also how vocabulary is structured in a language. Hatch and Brown(1995) describes vocabulary as a selection of words for a single language or set of words for individual languages speakers. Vocabulary refers to both form and meaning of the word. Gardner says that vocabulary is not only limited to the meaning of words, but that it is a question of how words are organized in the language (as stated in Mukoroli, 2011, p. 6).

Regarding to this point, Fadel (2005) “vocabulary is regarded as evolutionary «which refers to a continuous cycle that is often subject to change due to “the addition and exclusion of words in a language” (p. 39).The vocabulary stock is not set as Thornbury (2002) notes that, “The coining of new words never ends” (p. 1), referring to the new meanings gained by terms. Since language reflects our attitudes, people can express or use the same word differently. Hatch and Brown (1995) defines the vocabulary as a collection of terms that may be used by individual language speakers for a specific language, or a collection or set of words. Linse (2005) Vocabulary is the set of words a person knows. It means that vocabulary is all words used by individuals to communicate with others in order to express their ideas and feelings. On the basis of the above definition, it can be assumed that vocabulary is a collection of words of a language that has meaning. These are all the words that a person uses to communicate with others, whether they are spoken or written. Laufer (1997) claims vocabulary is at the heart of language and language learning. Yet, the meaning of a language is what makes it. Speakers cannot express the meaning in a specific language without vocabulary and interact with other people.

2. Types of Vocabulary

There are some types of vocabulary as stated by Nation (1990), Aeborsold and Field (1997). They are active or productive vocabulary and passive or receptive vocabulary. Active or productive vocabulary refers to languages that are suitably used by learners to speak and write (Aeborsold and Field, 1977). It corresponds to Nation (2003). It notes that the productive vocabulary refers to words that are spoken, spelled and written by students. It involves the grammatical use of the words. Passive or receptive vocabulary refers to language items recognizable in the reading or listening context (Aeborsold and Field, 1977). As reported

by Nation (1990), this receptive vocabulary refers to the words that students can organize when they hear them and can distinguish words with similar sounds, Cummins (1999, cited in Herrel,2004) states that there are different types of vocabulary:

1. Reading vocabulary this applies to any word that a person can read.
2. Listening vocabulary, this refers to all words that a person knows when he /she hears it.
3. Writing vocabulary all words a person may use in writing are included.
4. Speaking vocabulary, it applies to all words that a person may use while speaking.

3. Vocabulary Retention

Retention of vocabulary was described as the ability to recall or remember things after a time interval. In language teaching, the maintenance of the teachings can depend on their quality, the interest of the students, or the importance of the materials (Richards & Schmidt,2002, p. 457).Mnemonic is one of the best and most effective techniques to improve the immediate as well as delayed retention of second-language word (Atkinson, 1975). Mnemonic strategies apply to memory enhancement and knowledge. The various types of mnemonics include acrostics, acronyms, keyword, loci, and peg word methods.

In this point, Kenneth Higbee (1977) explained that a variety of materials that is remembered can be readily used with training in memory aids, i.e. mnemonic techniques. Mnemonics can be applied successfully to abstract ideas as well, e.g., a poem, philosophy lectures, etc, as well as to remember concrete details e.g. a shopping list, names and faces. A trained memory can be as effective as speed reading for absorbing written material for recalling information. Students not only have more in their minds, but more effectively and efficiently. T-Coding is the latest mnemonics edition of which the most critical step is conception. T-Coding. This usually involves three phases: a first link, which is created in the first language or a second-speaking link that the student knows already, followed by a real life example and explanation (universal code) provided for both the link and the word, then use it in a sentence in order to make additional connections in the memory (Taraghi, 2015).This method uses explanations and examples to generate the

conception of new words; in previous strategies, an image was attempted to create which in abstract words was sometimes impossible. T-coding is not limited, since the keyword type is the most appropriate mnemonic technique. Indeed, words are taught in T-coding and implant into memory the true examples of life that occur in the present memory of students. The T-coding method is based on two types of knowledge, the dual memory theory, the theory of connectionism and conceptualization (Taraghi, 2015). In addition, retention / recollection is the capacity to give a new meaning after a certain time span. There are two forms of retention of words: short-term retention and long-term retention.

4. Importance of Vocabulary

Wilkins (1972) states that vocabulary is central to teaching English, for without sufficient vocabulary, students cannot understand others or express their own ideas. While little can be transmitted without grammar, nothing can be transmitted without vocabulary. According to Wilkins, this reflects the familiarity with different languages; while having no grammar, interaction can occur with some useful words and expressions. It is important that students develop a more productive understanding of vocabulary and develop their own personal strategies, particularly when their fluency and expression is enhanced in English. Students often recognize the significance of language learning by vocabulary instinctively. "Learners carry dictionaries rather than grammar books," (Schmitt, 2010, p. 4) Vocabulary teaching helps students to understand and communicate in English with others. English students would generally agree, while the learning of vocabulary also helps pupils master English for their own purposes. In this Voltaire, (as cited in Kheddar and Mezzereg 2016, p.22) "Language is extremely difficult to use in words." According to Steven Stahl (2005), "Knowledge of vocabulary is information; knowing a word does not only imply a meaning, but also means how this word fits into the world."

5. The Process of Vocabulary Knowledge

Learners of foreign languages in general and English in particular are expected to enrich their vocabulary and enlarge its size in their mission of English learning. The process of vocabulary knowledge is

known to be the steps learners go through in order to have knowledge about certain words. This process generally encompasses encountering the word, reading or listening to it, using it and many other actions. Nation (1990) divided the process in which learners acquire new vocabulary into four stages.

1. The form which refers to the spoken as well as the written form. The spoken form deals with what the word sounds like, and how the word is pronounced. The written form on one hand answers two questions. What does the word look like? And how is the word written and spelled?
2. The position which refers to both grammatical patterns and collocations. Grammatical patterns are based on two main questions. In what patterns does the word occur? And in what patterns must we use the word? Collocations parallelly answers two questions. What words or type of words? Can be expected before or after the word? What words or type of words must we use this word with?
3. The function that has to do with both frequency and appropriateness. Frequency responds to two questions. How common is the word? And how often should the word be used? Appropriateness is similarly based on two fundamental questions. Where do we expect to meet the word? And where can this word be used?
4. The meaning which comprises both concept and association. Concept deals with what does the word mean? And what words should be used to express this meaning? Association in a similar manner answer two questions: What other words does this word make us think of? What other words could we use instead of this one?

6. Stages of Vocabulary Knowledge

Tono (2001) added *stages of vocabulary knowledge acquisition* as an attempt to improve Nation's (1990) process of vocabulary knowledge. Each stage can be a receptive knowledge, a productive knowledge, or both.

1. The first stage is the learner's knowledge about meaning and form, and is both receptive and productive. Meaning as receptive knowledge is the learner's ability to recognize the

concept of words when reading or listening. As a productive knowledge, it refers to the learner's ability to use the words in the right contexts that maintains its meaning. Form as a receptive knowledge on the other hand is the ability to recognize a word through its pronunciation and spelling. As a productive knowledge, it is about writing and pronouncing the word correctly.

2. The second stage is the receptive knowledge of position. It is the learner's knowledge of the word's position in both grammatical patterns i.e. part of speech, and when it occurs in collocations.

3. The third stage is again about position, but now is productive. This refers to the learner's knowledge of how to produce words accurately in suitable grammatical patterns and with right collocations.

4. The fourth stage comprises both function and meaning. Each of the two is a productive and receptive knowledge. Function is about frequency and appropriateness as explained above in Nation's Process of Vocabulary knowledge. Whereas meaning is about association, which is also explained similarly in Nation's.

7. Vocabulary Acquisition through Translation

Teaching languages in history, when Latin and Greek were the dominant languages, was constantly bound to the use of grammar translation method. A method by which the target language is taught through the translation of sentences and grammar rules from L2 to L1. Starting from the 19th century GTM started to lose its weight to other teaching methods, as it did to the communicative approach. Koletnik (2012) referred to the changed status of GTM in teaching languages after its dominance for a very long period of time in history. According to her, the use of GTM was largely excluded from the domain of language teaching with the emergence of the communicative approach. GTM was eliminated even when teaching translation and language for specific purposes.

Grammar translation method was criticized for certain shortcomings associated with its impacts on learner's performance. It is claimed that GTM focuses exclusively on grammar rules that should be tied to memory instead. Furthermore, it minimized the role of communication skills by placing speaking and

listening second to writing and reading. In addition to that, GTM is largely considered de-motivating, and that its outcomes are different from what learners usually expect to learn. In recent years, it became a controversy on whether translation is practically an effective tool in teaching foreign languages and hence in developing learner's vocabulary size.

Calis and Dikilitas (2012), for instance, in their study on the role of translation in EFL classes prove that students consider translation as a teaching approach that assists students in developing reading comprehension skills, composition writing and speaking, and most importantly vocabulary development. Translation was reintroduced again in language teaching in other forms, the most prominent one is the Lexical Approach. The latter is a method of teaching foreign languages founded by Michael Lewis during the 1990s. Translation in the Lexical Approach is that foreign language teachers teach the foreign language by highlighting the lexical chunks and translate them from the target language to the learners' first language and vice versa.

8. Measuring Vocabulary Size

According to Treffers-Daller and Milton (2003) no standard testing method is known to calculate and measure the size of one's vocabulary. There is a set of factors that are known to hinder measuring vocabulary size. The first factor behind the absence of such a standard method is due to the presence of enormous methods to estimate and rate the amount of words that a learner has acquired and stored in his/her brain. A major factor of variation is the difference in how the words counted are defined. A second factor that complicates the count is how word knowledge is defined. To make it clearer is a word considered to be memorized if it is simply recognized as a word? Or is it fundamental to be able to link the meaning or definition to the word as well? And if a word has multiple meanings, should the learner know all the meanings? Or knowing one would be sufficient to meet the criterion of a known word? The choice made should also affect the word count since evidence, particularly from second language learners.

A third factor is the way word knowledge is calculated. This can also influence the apparent size that the researcher or teacher eventually count. Middle school pupils for instance are supposed to encounter 300 English words in their textbook, and this is the amount of words that they are supposed to know by the end

of the academic year. Nagy and Herman (1987) have a similar approach to estimate the words learners have memorized during their language classes. They use the number of words included in textbooks to draw conclusions about the size of vocabulary, the learners must have. The school text books that they based their study on contained 88,500 different word families between grades 3 and 9 (Nagy and Anderson 1984) and it is suggested that school children to a high level of certainty know most if not all these words. Despite the absence of a standard testing method for measuring vocabulary size, different methods are used and believe to give accurate data on the amount of the words stored in learners' brains.

9. Conclusion

Throughout the theoretical chapter, we attempted to provide a general overview of the main three sections of this research. We tried to define them shedding light on their aspects and features. The aim behind it is to give each section its importance in relation to our case study. Our research comprises three variables, and that subsequently led to the need to designate the three sections separately. Each section has discussed one variable in an attempt to give the reader a general understanding of each variable. We also endeavored to draw links between the three sections.

Chapter Two: Practical Part

Introduction

The current research investigates the effectiveness of using monolingual and bilingual dictionaries in translating English/Arabic texts on learners' vocabulary retention on second year license EFL student. To this end, the second part of the study encloses two sections. The first provides a short reminder of the objectives and the variables of the study. A general description of the research design and methodology is then presented including the population and the sample chosen as well as the data collection tools. The second section is devoted to interpret and analyze the findings collected throughout the research. Besides, it includes some pedagogical implications and suggestions for upcoming studies. A general conclusion is then drawn followed by the limitations of the study at hand.

Section One: Research Methodology

1. Objectives of the Study

Popular tool that provides vocabulary support and facilitates word learning and reading comprehension among L2 readers is a dictionary. While using monolingual dictionary and bilingual dictionary in translating English/ Arabic texts. The researcher will use the following steps. First, it we will explain the result of the use monolingual dictionary and bilingual dictionary to know the different achievement of the students on their vocabulary retention. Second, it will explain the impact of monolingual dictionary and bilingual dictionary to know which dictionary gives more significant impact.

2. The Research Variables

Throughout the present study, we can clearly distinguish the two variables. The independent variable is the effectiveness of using monolingual and bilingual dictionaries in translating English/ Arabic texts. The dependent variable is the vocabulary retention.

3. Researcher Design

The initial concern of this research is to shed light on the effectiveness of using dictionaries on learners' vocabulary retention in general, and to help determine what sort of dictionaries assists learners

more in enriching their vocabulary. In order to reach the purpose of this study, we are in need to primary determining the most appropriate research design. The current work is set to study the effects of one variable on another and the change that may occur in one variable if we make a change in the other. This will inevitably suggest an experimental design. Nunan and M. Bailey (2009) define the experimental method “the experimental method is basically a collection of research designs, guidelines for using them, principles and procedures for determining statistical significance, and criteria for determining the quality of study.” The experimental design is actually determined by the nature of the study since the four characteristics of this type of research is perfectly met in our study. The four characteristics are the following. First, a researcher should prespecify the variables of interest. Second, the researcher intervenes in the learning environment; this is called the treatment. Third, the participants of the study are randomly selected. Fourth, the subjects of the study are divided into two groups, the experimental group and the control group.

4. Research Population

According to Nunan and M. Bailey (2009) population is a group of individuals who share the same characteristic. In our study the research population was second year EFL students who are studying general English or English literature. The reason behind choosing this population in particular to conduct our study on is that they are by some means beginners, and hence have comparatively smaller amount of vocabulary. One would think that first year students, and why not high school students, would be ideal if we are looking for beginners. Yet we found that second-year university students meet far more requirements. They are relatively beginners, they would have just started studying the module of translation, and henceforth, they use both monolingual and bilingual dictionaries in the translation module.

5. Sampling

The study takes place at the department of English, Mohammed Seddik Ben Yahia University- Jijel during the academic year 2019/2020. The population, i.e. the number of EFL second year students is slightly above 250 students, divided into eight groups. That makes it hard for us to conduct a research without minimizing the number by sampling, which is defined by Nunan and M. Bailey (2009) as the selection of

research subjects from the wide population to participate as a sample. We decided to randomly select a percentage of students to conduct the research on, and posteriorly generalize the findings from the smaller sample to the wider population. Random sampling is the chosen type of sampling for it is the most powerful type as it is the most appropriate one in our research. As it is mentioned above, the population is slightly above 250 students, and that is what pushed us to decide on selecting one fifth of the population to be the sample.

At the beginning, we selected three students from each group. This gave us a sample of 24 students since there are eight groups. Yet we found that 24 students would not be as representative as required, we therefore decided to widen the sample to encompass 50 students. Students from the wide population are undoubtedly different by all means. Each class inevitably comprises students with high levels of intelligence, others have comparatively lower levels, and others are average. Certain students are highly motivated regardless of their levels, while others are less motivated. In order to assure that we select students with different levels, and hence have a representative sample, we relatively selected the same number of students from each group. Students were randomly selected as well. We asked the administration for the lists of the eight groups and randomly picked names. We could visit students at their classes and ask for volunteers to participate in the research, but we found that doing so will result in having mostly no students but the most motivated ones. This would make it hard if not possible to generalize the findings of the study to the wide population since the sample encompasses solely one category of students. In order to avoid such a threat to reliability, the participants were selected on a random basis.

6. Data Collection Tools

As mentioned earlier, the current study endeavors to investigate causality, i.e. the relationship between the independent variable and the depend Manipulate, and therefore, requires an experimental design. It relies on one single data collection tool which is an experiment.

7. The Experiment

The experiment as a data collection tool plays a crucial role in collecting data in our research since it is the most appropriate among other tools to investigate the effectiveness of using monolingual and bilingual dictionaries in enriching learners' vocabulary. Prominently, the advantage of conducting an experiment resides in permitting the researcher to control, manipulate and intervene in the learning environment. Additionally, it permits researchers to add any details that they may find useful in conducting their research. In our case, the experiment is advantageous since it allows us to divide the sample of the study into two groups, the experimental group and the control group, and both groups will have three tests, so we can eventually compare the results of each group. The experimental group will receive the treatment while the control group will serve as a tool for making a comparison. Any differences occurring in the results of the tests will be undoubtedly the result of our intervention. The experiment was divided into three stages, and lasted for nearly three weeks.

Each stage was a test. The first test was a list of thirteen rarely used words which the participants, both from the experimental group and the control group, were asked to explain by giving definitions or synonyms in Arabic or English. This test can be regarded as a pre-test that will enable us to have an overview on whether the participants, from both groups, have some knowledge of these words. It, moreover, serves as a reference that we will use later to compare the findings. The second test is considered the point of our manipulation. It is the test in which we treat both groups differently. We gave the students thirteen sentences to be translated from English into Arabic; each sentence contains one of the thirteen words that were given in the first test. Our intervention is that one group is going to translate the sentences relying on English Arabic dictionaries, while the other group is going to translate the same sentences using English monolingual dictionaries. After one week the participants will have another test which is the last one. This test all participants will have the same task which is to define thirteen words. These words are surprisingly the same words that are given to them at the first test and are included along within the thirteen sentences to translate. In the experimental method, researchers usually follow a standard approach to conduct their research. They start with a pre-test, exactly as we are going to do, then came the treatment. One group is going to receive the treatment while the other will not. The participants from both groups will have a post-

test which will be linked to the pre-test in order to compare the results of each group. The aim is to see whether the treatment that one group would have received will make a change in the post-test.

The nature of our study necessitates some change in the experimental method. Both the experimental and control group will receive a second test which is regarded as the treatment. The experimental method, however, excludes the control group from receiving the treatment. As stated before, the experiment comprises three tests. The first test is about defining in English or Arabic, it is optional; thirteen words allegedly the participants are not familiar with. Before this we pilot the test. Piloting a test, an experiment, or any data collection tool is like a trial that researchers usually carry out prior to their experiment, questionnaire etc. The aim behind piloting a test, in our research for instance, is to see whether the words to be defined are really new for the participants.

Section Two: Data Analysis and Interpretation

1. The Experiment Results

1.1. Description of the Pre-test

After randomly selecting fifty-second-year EFL students to participate in the experiment, they passed the pre-test. The latter is about defining in English or Arabic twenty English words. The words are supposed to be, to some extent, strange for second year students. The difficulty of words differs from one word to another and from one student to another. The pre-test is taken for future comparison, i.e. the results of the pre-test are compared to the results of the post-test in order to check whether there is a significant change in the participant's vocabulary. Most of the words are strange with very few exceptions of two words the more than half of the participants could define. Yet we had eighteen words that participants could not recognize. All students in the pre-test are given the same test before they are assigned to two different groups to receive different treatment. (See appendix A).

- **The Pre-test Content:** The following are the words included in the pre-test and the definitions that participants are supposed to provide.

- To amalgamate: to integrate, to combine / يدمج
- To accumulate: to stack / يتراكم
- To muddle: chaos, mess / يحدث فوضى
- To drizzle: to rain lightly / يرخ المطر، رذاذ المطر
- Clamor: loud noise / صراخ مزعج، صخب
- Pledge: a promise, a commitment / تعهد، وعد
- Candor: frankness and sincerity / الصراحة، الإخلاص
- Rear: at the back, posterior / الخلف، خلفي
- Retrieval: getting something back, recuperation / استرجاع، استعادة
- Gauche: awkward, inappropriate / غير لائق، غير لبق
- Mourning: deep sadness caused by someone's death / حداد، حزن شديد بسبب وفاة
- Acrimony: cruelty, bitterness / الحدة، القسوة
- Whirl: rotation, turn over / الدوران

- Herbs: grass, plants with leaves / الاعشاب
- Obstruction: hindrance, obstacle / عقبات، معيقات
- Endorsement: approval / قبول، ترخيص
- Eminence: fame, grace / شهرة، مكانة، سمو
- Agility: being fast and active / سرعة، خفة، رشاقة
- Sooth: calm, moderate / تهدئة
- Eagerness: enthusiasm / توف، حماس

1.2. Description of the Treatment

First, the assignment consists of twenty sentences each sentence containing one of the twenty words used in the pre-test. Secondly, we divided the fifty students into two groups of twenty-five students based on the pre-test data results; one group used the English / English monolingual dictionary; and the second group used the English / Arabic bilingual dictionary. (See appendix B)

- **The Treatment Content:** the following are the sentences that learners from both

Groups are asked to translate from English into Arabic and the translations that participants are supposed to provide.

1. They decided to amalgamate their companies.
لقد قرروا دمج شركاتهم.
2. The number of complaints about that mail order firm is really accumulating.

عدد الشكاوى حول النظام الإلكتروني في تراكم.

3. I fear he may have muddled the messages.

أخشى انه قد خلط الرسائل.

4. She was soon soaked by a light drizzle and stretched to keep her stiffening muscles

warm.

سرعان ما تبللت برذاذ المطر، فاستلقت لتبقي عضلاتها المتجمدة دافئة.

5. The questions rose to a clamor.

تسبب السؤال في فوضى عارمة / أحدث السؤال جلبة.

6. The conference ended with a joint pledge to limit pollution.

الاجتماع بتعهد لخفض مستوى التلوث. اختتم

7. She was never quite sure how to respond to Martha's candor though the two continued

to be best friends.

لم تكن تعلم كيف ترد على صراحة مارثا، لكنهما رغم ذلك بقيتا صديقتين مقربتين.

8. The key Howie had left fit the door in the rear so I couldn't rely on my headlights to

see.

المفتاح الذي تركه هويي يناسب الباب الخلفي، لذا لم أتمكن من الاعتماد على المصابيح الأمامية للسيارة لرؤيته.

9. The investigation was completed after the retrieval of plane wreckage.

انتهت التحقيقات بعد استعادة حطام الطائرة.

10. Their exquisite manners always make me feel gauche.

دائما ما تجعلني تصرفاتهم اللبقة أشعر بأنني أحرق.

11. After four years of cruelty and acrimony, she could finally divorce him.

أخيرا من الطلاق منه بعد أربع سنوات من العذاب والقسوة. تمكنت

12. The child's toy whirls unceasingly, and that was very noisy.

لم تتوقف لعبة الطفل عن الدوران، وقد كان ذلك مزعجا جدا.

13. He added herbs to his list of preferences.

لقد قام بإضافة الأعشاب إلى قائمته المفضلة.

14. The project was obstructed by the elections.

لقد تعطل المشروع بسبب الانتخابات.

15. The actor's story shows how eminence can cause troubles.

لقد أثبتت قصة الممثل كيف يمكن للشهرة ان تتسبب في المشاكل.

16. He was as agile as me when he was a kid.

لقد كان بمثل خفتي حين كان طفلا صغيرا.

17. The psychologist told him that a long trip would be sufficient to sooth his mind.

أخبره الطبيب النفسي أن رحلة طويلة قد تكون كافية لإراحة أعصابه.

18. The company did not gain any official endorsement so far.

لم تتلق الشركة أي موافقة لحد الساعة.

19. Regrettably, she could not act well despite her eagerness to the play.

للأسف الشديد لم تبلي بلاء حسنا. رغم توقعها الشديد للمسرحية، إلا أنها

20. Neither I nor the day seemed to be in a mourning mood. (The Sisters, James Joyce)

لا انا ولا النهار بدا علينا اننا في حداد. (جيمس جويس، الأخوات)

1.3. Description of the Post-test

In the post-test, the participants took their final task which is about defining in English or in Arabic twenty English words. The words to be defined in the post-test are the same words in the pre-test, and included in the translation task. The participants remain divided into two groups. In other words, participants who translated the task using monolingual dictionaries take the post-test together separated from participants who translated the sentences of the second task using bilingual dictionaries. There was a significant difference in the performance of the two groups. Participants from both groups have memorized some of the words that they did not recognize in the pre-test. Yet, participants from one group perform better in memorizing the words. This has suggested that using a particular type of dictionaries assists learners in memorizing words better than using other types. (see appendix C)

- **The Post-test Content:** The following are the words included in the post-test and the definitions that participants are supposed to provide.
- To amalgamate: to integrate, to combine / دمج

- To accumulate: to stack / تراكم
- To muddle: chaos, mess / فوضى
- To drizzle: to rain lightly / رذاذ المطر
- Clamor: loud noise / صخب، صراخ مزعج
- Pledge: a promise, a commitment / تعهد، وعد
- Candor: frankness and sincerity / الصراحة، الإخلاص
- Rear: at the back, posterior / الخلف، خلفي
- Retrieval: getting something back, recuperation / استرجاع، استعادة
- Gauche: awkward, inappropriate / غير لائق، غير لبق
- Mourning: deep sadness caused by someone's death / حداد، حزن شديد بسبب وفاة
- Acrimony: cruelty, bitterness / الحدة، القسوة
- Whirl: rotation, turn over / الدوران
- Herbs: grass, plants with leaves / الاعشاب
- Obstruction: hindrance, obstacle / عقبات، معيقات
- Endorsement: approval / قبول، ترخيص
- Eminence: fame, grace / شهرة، مكانة، سمو
- Agility: being fast and active / سرعة، خفة، رشاقة
- Sooth: calm, moderate / تهدئة
- Eagerness: enthusiasm / توق، حماس

2.The Presentation and Analysis of the Results

2.1.The Presentation of the Pre-test Results

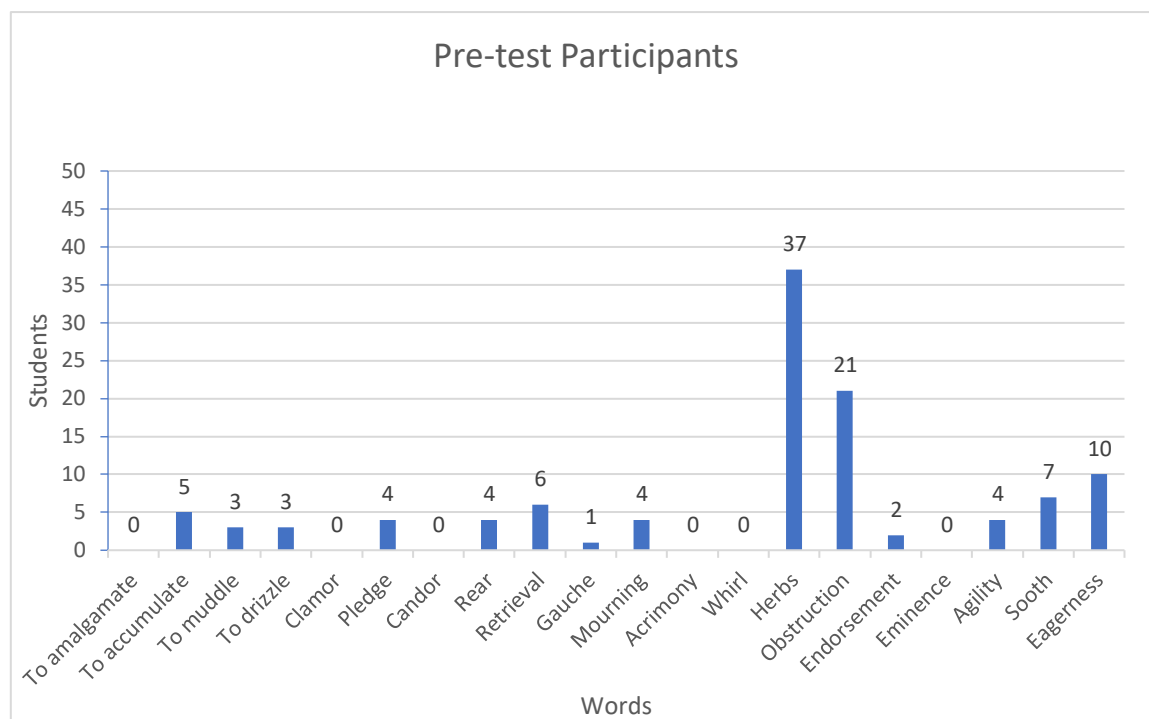
As can be seen in the chart below, participants were unfamiliar with nearly most of the words, with few exceptions of the words “herbs” and “obstruction” that more than half of students could

recognize. Besides, most of the words were recognized by a number of students that ranges from zero to five out of fifty.

Table 1. Pre-Test Results of the Participants

Words	Participants	
	%	N
To amalgamate	0%	0
To accumulate	10%	15
To muddle	6%	3
To drizzle	6%	3
Clamor	0%	0
Pledge	8%	4
Candor	0%	0
Rear	8%	4
Retrieval	12%	6
Gauche	2%	1
Mourning	8%	4
Acrimony	0%	0
Whirl	0%	0
Herbs	74%	37
Obstruction	42%	21
Endorsement	4%	2
Eminence	0%	0
Agility	8%	4
Sooth	14%	7
Eagerness	20%	10

Figure 1. Participants Results in the Pre-test



As it can be noticed in both figure 1 and table 1, most of the participants could not define the given words correctly with very few exceptions. The words “to amalgamate” “clamor” “acrimony” “Whirl” and “eminence”, for instance, were not defined by any of the participants. The word “eagerness” was recognized by ten students, in addition to “Herbs and “obstruction” that were defined correctly by 37 and 21 participants out of fifty respectively. The remaining words were defined by a number of participants ranging from 1 to 7.

2.2 The Presentation and Analysis of the Post-test Results:

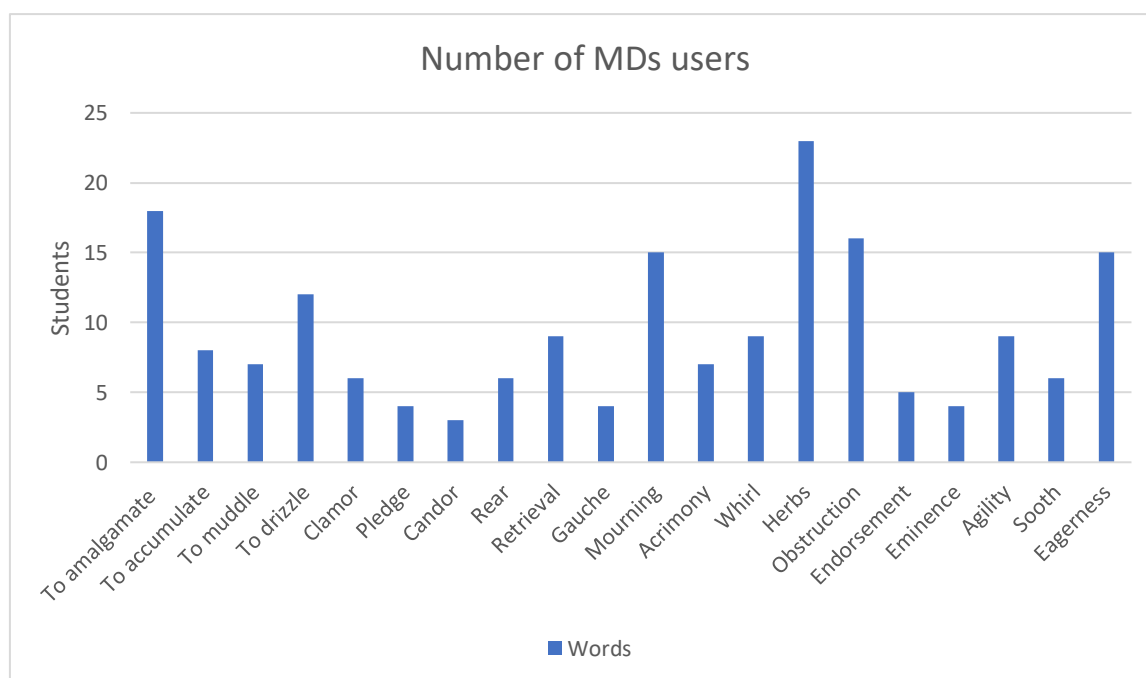
Both the chart and the table below demonstrate the evolution of participant’s familiarity with the twenty words.

Table 2. Post-test Results of MDs Users

Words	MDs Users	
	%	N
To amalgamate	72%	18
To accumulate	32%	8
To muddle	28%	7

To drizzle	48%	12
Clamor	24%	6
Pledge	16%	4
Candor	12%	3
Rear	24%	6
Retrieval	36%	9
Gauche	16%	4
Mourning	60%	15
Acrimony	28%	7
Whirl	36%	9
Herbs	92%	23
Obstruction	64%	16
Endorsement	20%	5
Eminence	16%	4
Agility	36%	9
Sooth	24%	6
Eagerness	60%	15

Figure 2. MDs Users Results in the Post-test

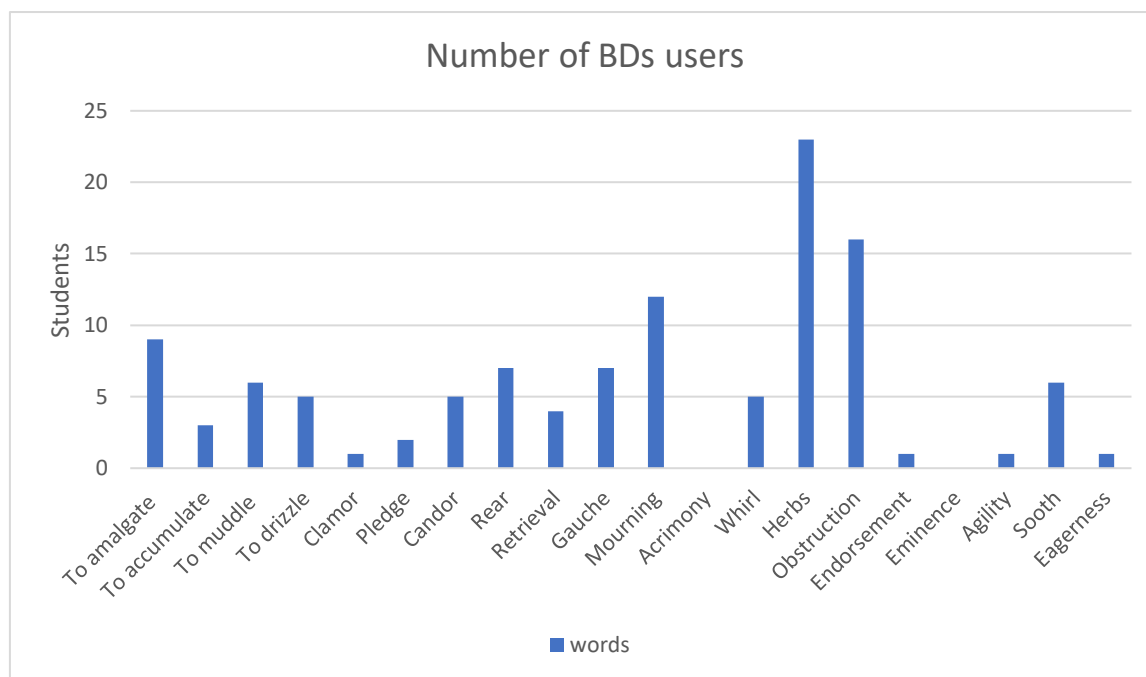


The results of the MDs users at the post-test show a significant change in participants knowledge about the words that were given at the pre-test before being repeated at the post test. All words are defined by a number of students that does not go below 3 participants. Thirteen words are defined correctly by a number of participants that ranges from 4 to 12 out of 25. The words “eagerness” and “mourning” were recognized by 15 participants each of them. While “obstruction”, “to amalgamate”, and “herbs” were defined by 16, 18, and 23 participants respectively.

Table 3. Post-test Results of BDs Users

Words	BDs Users	
	%	N
To amalgamate	36%	9
To accumulate	12%	3
To muddle	24%	6
To drizzle	20%	5
Clamor	4%	1
Pledge	8%	2
Candor	20%	5
Rear	28%	7
Retrieval	16%	4
Gauche	28%	7
Mourning	64%	16
Acrimony	0%	0
Whirl	20%	5
Herbs	92%	23
Obstruction	64%	16
Endorsement	4%	1
Eminence	0%	0
Agility	4%	1
Sooth	24%	6
Eagerness	4%	1

Figure 3. BDs Users Results in the Post-test



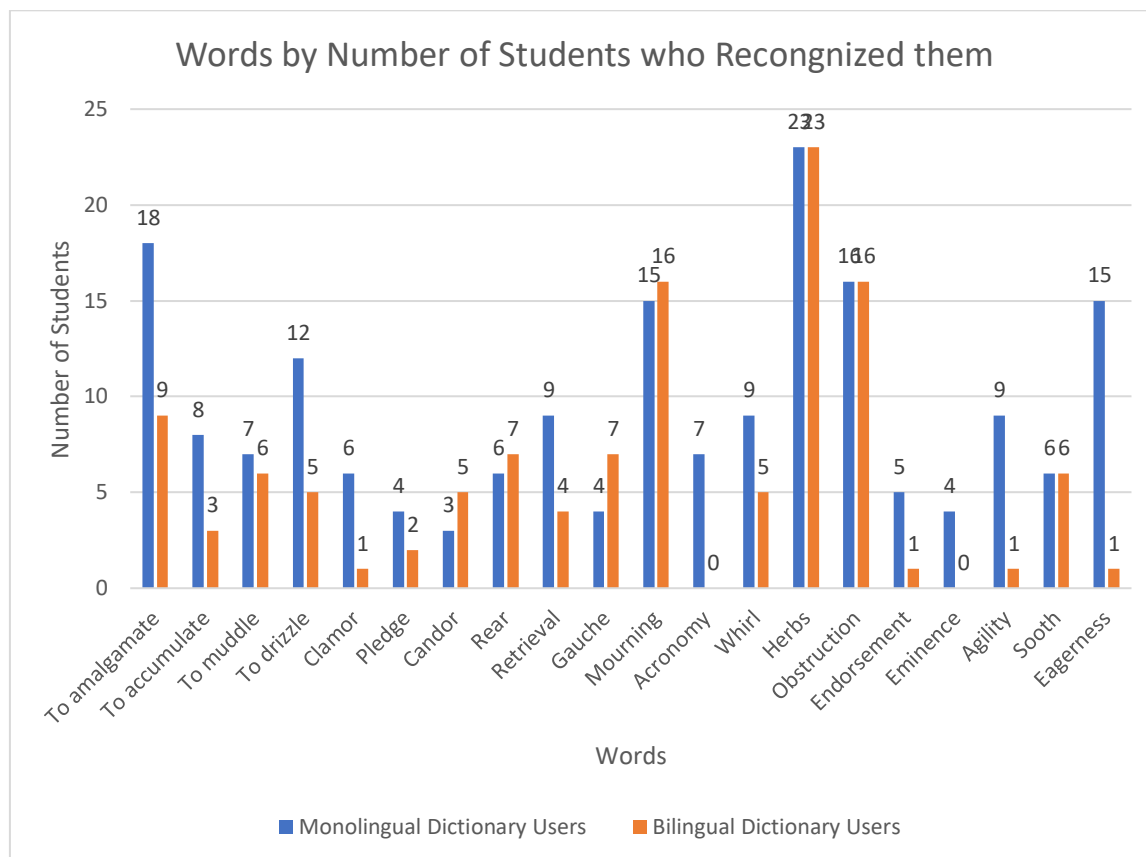
Both figure and table numbered 3 show an improvement in participants knowledge of certain words. Yet, as can be clearly noticed, none of the twenty-five users of BDs could define correctly the words “eminence” and “acrimony”. Words like “herbs”, “obstruction”, and “mourning” were defined well by 23, 18, and 12 participants respectively. Other words were recognized by a number of participants from 1 to 9.

2.3. A Comparison Between the Results of MDs and BDs Users

Tables 4. Post-Test Results of MDs and BDs user

Words	MDs Users		BDs Users	
	%	N	%	N
To amalgamate	72%	18	36%	9
To accumulate	32%	8	12%	3
To muddle	28%	7	24%	6
To drizzle	48%	12	20%	5
Clamor	24%	6	4%	1
Pledge	16%	4	8%	2
Candor	12%	3	20%	5
Rear	24%	6	28%	7
Retrieval	36%	9	16%	4
Gauche	16%	4	28%	7
Mourning	60%	15	64%	16
Acrimony	28%	7	0%	0
Whirl	36%	9	20%	5
Herbs	92%	23	92%	23
Obstruction	64%	16	64%	16
Endorsement	20%	5	4%	1
Eminence	16%	4	0%	0
Agility	36%	9	4%	1
Sooth	24%	6	24%	6
Eagerness	60%	15	4%	1

Figure 4. Comparison between the Pos-test Results



In the post-test, more participants could recognize the words that seemed ambiguous at the pre-test. Words such as “To amalgamate” “Acronymy” “Whirl” and “Candor” that were recognized by zero students at the pre-test are defined correctly by a number of participants ranging from five to eighteen at the post-test. In addition to that, both figure 4 and table 4 indicate that participants who used MDs have recognized more words than the participants who used the bilingual dictionaries. The word “to amalgamate” for instance was recognized by eighteen participants out of twenty-five from the users of MDs. While only seven out of twenty-five users of BDs could recognize it. The word “eagerness” was defined correctly by fifteen users of MDs out of twenty-five participants, whereas only one user of BDs could define it correctly out of twenty-five participants.

3.Data Interpretation

The results of the pre-test demonstrated that the majority of words are new for learners. Four words were not recognized by any student. Eleven words were recognized by less than eight students while one word was defined by ten students, another one by twenty-one students. One word was surprisingly defined well by thirty-seven students. The findings of the post-test proved that our treatment is showing signs of success. Most of words are recognized by more students. The results also showed that users of MDs have acquired more words than BDs' users. No students from the group of BDs users could define the words « acrimony » and « eminence ». While all the twenty words were defined by at least one student from the group that used MDs.

4. Summary of the Findings of the Experiment

Throughout the experiment, we attempted to make a comparison between the results of participants who translated the sentences with monolingual dictionaries and those who translated using bilingual dictionaries. To this regard, we should note that the results of the translation task which is regarded as a treatment to the experiment have demonstrated that both MDs and BDs users could give accurate translation of the sentences into Arabic. To this end, MDs despite the fact that they do not provide equivalents in the target language, learners can rely on them to translate. Additionally, as clearly mentioned above in the results of both groups, students using

Monolingual dictionaries scored higher in memorizing the words than the students who used bilingual dictionaries. English MDs entries provide detailed information about a certain English word in the same language. This criterion necessitates learners to read the words definition more than once and read the examples provided as well. MDs user would often check the meaning of relevant words in order to get the meaning of the targeted term. The repetition of reading any word combined with turning the brain on to get the meaning of the word boosts the memorization of the word.

5. Pedagogical Implications

Deciding on what dictionary to use by EFL learners is to some extent a critical issue.

Learners should be selective when choosing the right type of dictionary. Before that, EFL

learners should bear in mind that each type of dictionaries has its own distinctive features that would allow them to acquire new knowledge and vocabulary. In the light of the findings of the experiment, we can clearly view a link between the use of bilingual dictionaries and vocabulary acquisition. Students who use monolingual dictionaries are expected to acquire more vocabulary than those who use bilingual dictionaries. As a result of this conclusion we have a set of recommendations for both EFL learners and teachers.

- Both teachers and learners should be aware of the effectiveness of using monolingual dictionaries in the translation tasks.
- Teachers should direct their students to use the most appropriate dictionary in order to broaden their vocabularies.
- Learners should devote more time to use monolingual dictionaries rather than bilingual ones to explain hard words even in case the word is hard to explain and requires the use of a bilingual dictionary.
- It is highly recommended to ban learners from using bilingual dictionaries in translation tasks for this type gives ready translation and makes students more passive.

6. General Conclusion

The interaction between English and Arabic as two widely spoken languages in the modern times has led to the foundation of a number of bilingual English Arabic dictionaries that share the aim of assisting learners in both foreign language learning and translation. BDs are undoubtedly believed to be the right translational tool that EFL learners should use when translating a text from English to Arabic and vice versa. English MDs in return share the criterion of providing learners with definitions of words along with examples and further explanations in the same language. This criterion has led to the belief that this sort of dictionary is less effective in translating English Arabic texts than BDs. The objective of the current research is to carry out an experiment that assesses the effectiveness of using monolingual and bilingual dictionaries when translating English Arabic texts on learner's vocabulary

retention. The task the present research is designed to address is to answer the following questions: does using monolingual and bilingual dictionaries when translating English Arabic texts assist EFL learners in acquiring new vocabulary? What type of the two? Dictionaries help learners broaden their vocabularies more? Importantly, the research allowed us to draw a conclusion regarding the most effective dictionary that assists learners in enlarging their vocabularies sizes.

The findings revealed the effectiveness of BDs as translation tools. Furthermore, we came to the conclusion that BDs are the most appropriate sort of dictionaries if EFL learners aim is acquiring new vocabulary by translation beyond the aim of translating the text. The findings of the present work ought to be directed to help learners determine what dictionary to use. Additionally, the study is to reject the belief that has long been held that translation English Arabic texts is restricted to the use of BDs, although there is no available data over this belief. This was the result of the analysis of the experiment data above. The translation task demonstrated that BDs users gave a translation as accurate as that of MDs users while the post-test data has shown the efficiency of BDs in as a tool to widen vocabularies.

7. Recommendations for Future Research

Throughout the current research, we attempted to shed some light on the effectiveness of using monolingual and bilingual dictionaries in translating English/Arabic texts on vocabulary retention in other words a comparison between the most effective dictionary (monolingual/bilingual) on vocabulary retention. Likewise, the findings revealed how the implementation of monolingual dictionary can be improved to optimize students' vocabulary retention. As such, we would like to recommend other relevant areas worthy of research and investigation.

1-The research at hand can be replicated by investigating the role of dictionaries in enhancing the student's vocabulary retention with large samples and relying on experimental and other methods.

2-Researchers can replicate the study with other populations and other levels.

3-The research at hand can be replicated by including even the students' perceptions towards using dictionaries as authentic materials in order to enhance their vocabulary retention.

8. Limitations of the Study

Any academic work may be subject to shortcomings and weaknesses either in content or in methodology though it achieved prominent results. Thus, the research at hand also comprises some limitations including:

1. The experiment is the main data collection tool the researcher depended on to have an overall picture of the effectiveness of using monolingual bilingual dictionaries in translating English/ Arabic texts on vocabulary retention. However, the time span between the treatment and the post-test were short due to covid 19 crisis.
2. The expectation of recognizing the words of the pretest was 0%. However, two words almost were known by the whole participants.
3. Our research is a case study, only fifty participants contributed in the investigation. So, the findings may not be generalized to the whole population.

Appendices

Appendix A

The pre-test

University Mohammed Seddik Benyahia-Jijel Second year LMD students.

30min

Task: Give the definitions or synonyms of the following words in Arabic or in English.

1. To amalgamate:.....
2. To accumulate:.....
3. To muddle:.....
4. To drizzle:.....
5. Clamor:.....
6. Pledge:.....
7. Candor:.....
8. Rear:.....
9. Retrieval:.....
10. Gauche:.....
11. Mourning:.....
12. Acrimony:.....

13. Whirl:.....

14. Herbs:.....

15. Obstruction:.....

16. Endorsement:.....

17. Eminence:.....

18. Agility :.....

19. Sooth:

20. Eagerness:

Best of luck!

Appendix B

The treatment (task)

University Mohemmed Seddik Benyahia-Jijel Second year LMD students.

1h 30min

Task: Translate the following sentences into Arabic.

21.They decided to amalgamate their companies.

.....
.....

22.The number of complaints about that mail order firm is really accumulating.

.....
.....

23.I fear he may have muddled the message.

.....
.....

24.She was soon soaked by a light drizzle and stretched to keep her stiffening muscles warm.

.....
.....
.....
.....

25.The questions rose to a clamor.

.....
.....

26.The conference ended with a joint pledge to limit pollution.

.....
.....

27. She was never quite sure how to respond to Martha's candor though the two continued to be best friends.

.....
.....
.....
.....

28. The key Howie had left fit the door in the rear so I couldn't rely on my headlights to see.

.....
.....
.....
.....

29. The investigation was completed after the retrieval of plane wreckage.

.....
.....

30. Their exquisite manners always make me feel gauche.

.....
.....

31. After four years of cruelty and acrimony, she could finally divorce him.

.....
.....

32. The child's toy whirls unceasingly, and that was very noisy.

.....
.....

33. He added herbs to his list of preferences.

.....
.....

34. The project was obstructed by the elections.

.....
.....

35.The actor's story shows how eminence can cause troubles.

.....
.....

36.He was as agile as a me when he was a kid.

.....
.....

37.The psychologist told him that a long trip would be sufficient to sooth his mind.

.....
.....

38.The company did not gain any official endorsement so far.

.....
.....

39.Regrettably, she could not act well despite her eagerness to the play.

.....
.....

40.Neither I nor the day seemed to be in a mourning mood. (The Sisters, James Joyce)

.....
.....

Best of luck!

Appendix C

The post-test

University Mohemmed Seddik Benyahia-Jijel Second year LMD students.

30min

Task: Give the definitions or synonyms of the following words in Arabic or in English.

1. To amalgamate:.....
2. To accumulate:.....
3. To muddle:.....
4. To drizzle:.....
5. Clamor:
6. Pledge:.....
7. Candor:.....
8. Rear:.....
9. Retrieval:.....
10. Gauche:.....
11. Mourning:.....
12. Acrimony:.....
13. Whirl:.....

14. Herbs:.....

15. Obstruction:.....

16. Endorsement:.....

17. Eminence:.....

18. Agility:.....

19. Sooth:.....

20. Eagerness:.....

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Summary

This experimental study is being conducted to investigate the effectiveness of the use of monolingual and bilingual dictionaries in the translation of English / Arabic texts on the vocabulary retention of second year EFL students at Mohammed Seddik BenYahia University- Jijel during the academic year 2019/2020. It tries to find out which dictionary between monolingual and bilingual is more suitable for students in order to improve their vocabulary retention. The study assumes that if second-year EFL students use monolingual dictionaries when translating English-Arabic texts, the vocabulary encountered during the translation process will be deeply memorized. To test the above hypothesis, an experiment was conducted with 50 students to examine their vocabulary retention capacity. The results showed that the monolingual dictionary is more efficient than the bilingual dictionary. In addition, the use of dictionaries plays a huge role in promoting learner autonomy and awareness of their learning responsibilities and enabling students to be proficient users of English in real life situations.

Résumé

Cette étude expérimentale est menée à fin d'étudier l'efficacité de l'utilisation des dictionnaires monolingues et bilingues lors la traduction des textes anglais / arabes sur la rétention du vocabulaire chez les étudiants de deuxième année licence LMD à l'Université Mohemmed Seddik BenYahia- Jijel. Notre étude a pour but de détecter quel dictionnaire entre le monolingue et le bilingue est le mieux adapté pour les étudiants afin d'améliorer leur rétention du vocabulaire. L'étude est fondée sur l'hypothèse que si les étudiants de deuxième année licence LMD utilisent des dictionnaires monolingues lors de la traduction des textes anglais-arabes, le vocabulaire rencontré au cours du processus de la traduction sera profondément mémorisé. Pour tester l'hypothèse susmentionnée, une expérience a été menée avec 50 étudiants pour examiner leur capacité de rétention du vocabulaire. Les résultats ont montré que le dictionnaire monolingue est plus efficace que le dictionnaire bilingue. De plus, l'usage des dictionnaires joue un rôle énorme dans la promotion de l'autonomie des apprenants et dans la sensibilisation de leurs responsabilités d'apprentissage en plus de permettre aux étudiants d'être des utilisateurs compétents de la langue anglaise dans des situations réelles.