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***The Effectiveness of Monolingual and Bilingual Dictionaries in
Improving EFL Learners' Vocabulary Comprehension and Retention***

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Dedications

*I am dedicating this dissertation to all my beloved people who have meant and
continue to mean so much to me*

*To my paternal grandfather Toubal Arezki who supported me and taught me the
value of hard work*

*To my beloved parent Toubal Mouhammed and Berkouche Dahbia, who have
been to me of a constant support and encouragement during the challenges of
graduate school and life*

To my brothers and sisters who have always loved and guided me

To my best friends.

Toubal Malika

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Abstract

Dictionaries are considered a practical tool in EFL learning vocabulary. The present study investigates the effectiveness of monolingual and bilingual dictionaries in improving EFL learners' vocabulary comprehension and retention. The aim is to identify which type of dictionary is more effective in enhancing learners' vocabulary comprehension and retention. The work relies on Piotrowski's theoretical framework 'Monolingual and Bilingual Dictionaries: The Fundamental Difference' (1989). The research was based on the experimental research method. In collecting data, three-phase studies were followed; the piloting test, the pre-test, and the post-test. The data was gathered from twenty Assilic private school students in the second and sixth levels in Tizi-Ouzou. The Rule of Three and Qualitative Content Analysis (QCA) have been adopted for data analysis. The study results reveal that the monolingual dictionary effectively improves EFL learners' vocabulary comprehension and retention.

Key Words: Monolingual Dictionary, Bilingual Dictionary, Vocabulary Development, Vocabulary Comprehension, Vocabulary Recall and Retention.

List of Abbreviations

EFL: English Foreign Language.

Q: Question.

H: Hypothesis.

OED: Oxford English Dictionary.

QCA: Qualitative Content Analysis.

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General Introduction

Introduction

When learning a foreign language, the focus is on vocabulary as any language learning is achieved only with its vocabulary. In the learning process, there are various instruments for expanding vocabulary and dictionaries are considered a significant source of knowledge in foreign language teaching which consists of two main types: monolingual and bilingual dictionaries. A monolingual dictionary provides definitions of words in the language under study. A dictionary that offers translations of a word into another language is considered the bilingual one. In fact, one of the central issues in EFL studies is deciding which dictionary is better. In general, this study examines the effectiveness of monolingual and bilingual dictionaries in learning EFL, and it aims in particular to determine which dictionary is more effective in understanding and remembering vocabulary when learning English.

Review of Previous Research

In recent years, some studies have been conducted on the crucial role of dictionaries in EFL teaching. For example, El-Sayed and Siddiek (2013) examined “The influence of dictionaries in manipulating English classes” which aims to examine the relationship of EFL dictionaries to pedagogical practices in teaching, learning, and curriculum design. The results of the study indicated that the monolingual dictionary plays a progressive role in language development, including phonology, syntax, lexical approaches, and corpus linguistics.

Lai (2006) attempted to examine “The effects of monolingual and bilingual dictionaries on vocabulary recall and retention among English-majored students” aims on investigate what type of dictionary leads to differences in vocabulary recall and retention. The results of the study showed that there were no significant differences between the two types of dictionaries. However, using the bilingual dictionary made vocabulary learning easier when

students pressed for time. In contrast, the monolingual dictionary helped learners recall and retain vocabulary when the time was not limited.

Vahdany, Abdollahzader, gholami, and ghanipoor (2014) conducted a study intitled “The aims at investigating the effects of using different types of dictionaries on the lexical competence in the writing of Iranian EFL students. The results of this study indicated that the types of dictionaries play an effective role in lexical competence and in improving EFL writing.

Aims and significance of the study

Various research studies have been explored on the effectiveness of monolingual and bilingual dictionaries in learning vocabulary but investigating the effectiveness of dictionaries on vocabulary comprehension and retention is still an unexplored area of research, at least in Algerian Universities. So, Piotrowski’s Analytical Framework will be adopted in conducting the present study “Monolingual and Bilingual Dictionaries: Fundamental Differences” (1989) which examines the main dictionaries’ distinctions, also the different roles of each dictionary in learning EFL vocabulary comprehension.

The investigation of the effectiveness of mono- and bilingual dictionaries in improving learners’ vocabulary is considered a crucial area of study since it examines the role and effect of each dictionary on vocabulary comprehension and retention, or by the use of which dictionary learners comprehend and memorize more words. As an academic researcher, my overall aim in this study is to shed light on the effectiveness of the two kinds of dictionaries in improving students’ vocabulary comprehension and retention. Two objectives are pursued to achieve our aim. First, we will examine the efficacy of dictionaries in learning EFL. Second, we will inspect what kinds of dictionaries are more effective in improving students’ vocabulary comprehension and retention.

Research Questions and Hypotheses

This academic research sets out to answer the following question:

Q. Which kind of dictionary is more effective in enhancing EFL students' vocabulary comprehension and retention?

In order to answer this question, we suggest the following hypotheses:

H1. The monolingual dictionary is more effective in enhancing EFL students' vocabulary comprehension and retention.

H2. The bilingual dictionary is more effective in enhancing EFL students' vocabulary comprehension and retention.

Research Techniques and Methodology

We relied on experimental data collections to achieve the research objectives. A crucial question and a series of tests were administered to the students of ASSILIC Private School in Tizi-Ouzou. The aim is to determine the students' preferences concerning the types of dictionaries. Subsequently, to collect more comprehensive data on the effectiveness of monolingual and bilingual dictionaries in enhancing students' vocabulary comprehension and retention, two groups were asked to take the pre-test in which they were asked to determine the meaning of twenty English words using monolingual and bilingual (English/Arabic) dictionaries. Then, after a period of four to five days, they were asked to respond to the posttest, in which they used each word in a sentence without looking it up in the dictionary to see if the learners understood and memorized the words.

Structure of the Study

This research study is structured according to the simple traditional model, consisting of a general introduction, four chapters, and a general conclusion. The first chapter is the theoretical part of the study and consists of three sections. The first section deals with dictionaries and their types. The second section deals with vocabulary comprehension and retention. Then the third section explains the learners' attitudes towards both kinds of dictionaries. The second chapter is the practical part of the study and introduces data collection and analysis, as well as the description of the research methodology and tools. The third and fourth chapters deal with the presentation and discussion of the results. Finally, the general conclusion summarizes the main findings of the research.

Chapter One: Review of the Literature

Introduction

The first chapter of this research study aims to present three main elements. The first section is about dictionaries. To help the reader comprehend it, we will describe it and cover its types, shedding light on the role of the dictionary in the teaching and learning process, then the dictionary's role in vocabulary development will be identified. After that, the next phase begins by presenting the different types of "word" definitions. At the end of the section, the fundamental differences between EFL dictionaries will be examined. In the second section, the most significant features of vocabulary learning in EFL teaching and learning will be identified. First, "vocabulary" will be defined, then its types and the fundamental points in vocabulary learning, recall, and retention will be introduced. The next step is to provide the psychological conditions for vocabulary learning. At the end of the chapter, learners and teachers' attitudes towards monolingual and bilingual dictionaries in vocabulary learning will be discussed.

➤ Dictionaries

1. Definition of Dictionary

The word dictionary comes from the Latin "dictionarium", meaning a book of sayings (Hartmann, 1992). Crystal (1984) defines a dictionary as a book containing a list of words with their explanations, organized in an alphabetical order. In addition, Zgusta (1971, p. 197) provides us with a significant definition of the dictionary:

A dictionary is a systematically arranged list of socialized linguistic forms compiled from the speech habits of a given speech community and commented upon in such a way that the qualified reader understands the meaning of each separate form, and is informed of the relevant facts concerning the function of that form in its community

According to the quotation, a dictionary is a book that contains a list of words. Each item is explained in a comprehensive definition, enriched with relevant information.

2. Types of Dictionary

A dictionary, as we have already mentioned is a range of books divided into different types, each aiming to improve the learning process, such as a monolingual dictionary. The word monolingual refers to the use of only one language. Thus, a monolingual dictionary is a dictionary that uses only one language in describing items, namely the language of the native speakers. In other words, a monolingual dictionary is a type of dictionary that consists of a list of words that are explained or defined in the same language (Hornby, 2000).

A bilingual dictionary is a dictionary that provides definitions or synonyms of words in another language. It is a book that contains translations or equivalents in two languages. One can be a native language, the other is the language under study. It consists of a list of words in one language and their definitions in another. For instance, if the learner's mother tongue is French and he/she wants to learn the Spanish language, the bilingual dictionary offers him/her a list of words in Spanish and definitions of these words in the French language or vice versa (Hornby, 2000).

A bilingualized dictionary, as defined by Hartmann (1992, p.154), is a dictionary that "contains the L2 definitions and examples of the monolingual dictionary and accessible L2 equivalents of the Bilingual Dictionary". This type of dictionary complies with the two processes of monolingual and bilingual dictionaries. It offers definitions in the same language and translation, in the target language. Laufer and Hadar (1997) define the bilingualized dictionary as both dictionaries, monolingual and bilingual, with meanings and definitions in the same language and translations in another language.

The electronic dictionary is considered a recent development where the content of a dictionary is stored in digital or numeric form and can be accessed by the learner through various types of media on electronic devices such as computers and smartphones. It makes the

search process easier for the learner as it is less time-consuming and easy to use. Electronic dictionaries can be either online, such as websites' dictionaries, or available apps for portable devices and smartphones. This dictionary efficiently facilitates reading comprehension and vocabulary learning (Ji, 2009).

The last type of dictionary is the encyclopedic dictionary. According to the Cambridge English Dictionary, an encyclopedia is “a large collection of information about one or many subjects, often arranged alphabetically in articles, in a book, or a set of books, or available through a computer”. In other words, it is a dictionary dedicated to a specific topic, such as mathematics, medicine, physics, and literature.

3. The Role of Dictionaries in Teaching and Learning Languages

Nattinger (1980, p.341) pinpoints that the teaching process should focus on the understanding of the appropriate uses of each word in order to produce it appropriately and fluently:

Teaching should be based on the idea that language production is the piecing together of readymade units appropriate for particular situation. Comprehension of such units is dependent on knowing the patterns to predict in different situations. Instruction therefore, should center on this patterns and the ways they can be pieced together, along with the ways they vary and the situations in which they occur

The teaching and learning process involves the comprehension of items in different situations and their appropriateness of use. Learners should comprehend the appropriate uses of the word and the different situations in which it occur. However, Nattinger suggests activities to improve learners' knowledge including working with dictionaries. They are among the first things language learners purchase (Schofield, 1997). When we look at the effectiveness of dictionaries, we note their crucial role for learners learning a second or

foreign language, as they provide learners with information that may not be found in textbooks, as Crystal (1987) clarifies.

4. The Role of Dictionaries in Vocabulary Development

Many research studies clarify that a dictionary plays a fundamental role in improving EFL learners' vocabulary. For example, Paul (1996) claims that one of the most effective classroom strategies for developing vocabulary learning and reading comprehension is for learners to use dictionaries. Marckwardt (1973) says “dictionaries often supply information about language not found elsewhere. Dictionaries often supply information about the grammar, usage, synonyms, discrimination, application of derivatives affixes, and distinctions between spoken and written English not generally treated in textbooks, even in rudimentary fashion”(cited in Bensoussan, Sim and Weiss, 1984, p.263).

According to Bijoint, 1981; Macfarquhar and Richard, 1983, (cited in Nation, 1990) dictionary can be used for many purposes. This process is based on what learners are searching for. First, the most common use is to check the meaning, and then to search for spelling and pronunciation. Furthermore, Ilson 1983, (cited in Nation 1990, p. 136) states that “Such information, if it is presented in a suitable way, could help learners relate new words with known words (rank with arrange), explain words and idioms so that they are easier to remember, and encourage an interest in the words”. Thus, a dictionary helps learners learn new words by providing definitions without ambiguity, with organized information that could encourage them, arouse more interest and motivation, and facilitate remembering new words.

Another study was conducted by Knight (1994) in which learners were divided into two groups and given a recall test in which they read texts in a foreign language. Half the group used a dictionary and other half were asked to guess the meaning from context. The results of this study showed that those who used a dictionary were significantly better than those who did not have access to a dictionary. Indeed, Stein (2002, p. 11) confirms that a

dictionary supports comprehending vocabulary “to understand what someone has said, or what we are reading, or to be able to express what we want to say”. In brief, a dictionary is necessary and helpful for learners.

5. Definition of a “Word”

Nation (1990, p. 56) states that “definition of a “word” gives some indication of the range of situations to which the symbol can refer, and it makes the boundaries of the concept clear”. According to him, a sufficient definition requires first the word's grammatical function, second the typical sentence patterns in which the word appears, third other formal aspects of the word; For example, countable, uncountable, irregular past tenses, and irregular plurals. He points out that there are different types of definitions.

The first one is definition by demonstration, which means demonstrating the word and showing its meaning through actions, rather than other words, such as simple images, drawing at the board, or other acts like some gestures by hand.

The second one is definition by abstraction which means focusing on the highly significant ideas of the word and then examining the elements of the word's meaning, so we call this word's analysis to break down the word to find out what it consists of. For example, the word ‘doctor’ is defined analytically as a person licensed to practice medicine. This definition includes the most significant terms of the word.

Contextual definition is a type of definition that does not explain the meaning of the word, but encourages learners to figure out the meaning by noticing its grammar and with which words it is connected. For instance: “the word context comes from a Latin word **texture** to weave and the prefix con means **with**” (Nation, 1990, p.61). The learner acquires words by making efforts to understand them.

Definition by translation is a definition through two different languages, one is the foreign/second language, and the other is the mother tongue. It is time-saving. A teacher can use it to explain many different kinds of words. Also, to see whether learners understand the word by first explaining the term with a multiple-choice list of definitions or pictures and then asking them to explain the word in their native language, this can help the teacher see if their students have understood or not.

6. The Comparison between the Dictionaries Used by EFL Learners

According to the literature, monolingual and bilingual dictionaries are compared based on some significant features. The first point analyzed is whether monolingual and bilingual dictionaries describe the meaning entities. Šcerba (cited in Piotrowski 1989, p.74) stresses that “the bilingual dictionary can never be adequate in the description of meaning-entities because the entities are language specific... and L2 equivalents show only a part of the meaning of an L1 item”. A bilingual dictionary offers only one meaning while translating from L1 to L2. It can never provide all the meaning parts because meaning-entities are specified in a given language. Similarly, monolingual definitions are considered incomplete; Therefore, the meaning should be reconstructed by the users. But this is not as difficult for native speakers as it is for foreign learners. They should have sufficient knowledge of foreign cultures (Piotrowski, 1989). To understand the word’s exact meaning, learners need to know as much information as possible about the foreign culture. Piotrowski concludes that “it is worth noting, then, that EFL lexicography has problems quite similar to those of bilingual lexicography. It has to be stressed that both monolingual and bilingual dictionaries distort the meaning of L1” (1989, p.75). From the above quotation, we notice that both kinds of dictionaries cannot provide the exact meaning of the word.

Second, Piotrowski emphasizes a fundamental issue within monolingual lexicography related to descriptive language which is the circularity of definitions. The latter is the difficulty that learners face when searching for a word in a dictionary. They can find many words in the description that they do not know. So, to understand what the word means, they must first look for the meaning of the other words. These words may have meanings outside of the first meaning. So, the learner should know the foreign culture and the meanings of the words to understand the word. Piotrowski questions: “can any dictionary yet succeed in describing its vocabulary by using the same vocabulary? EFL dictionaries suffer from certain drawbacks by trying to do so” (1989, p.77). Unfortunately, the definitions of a word in the same language raise more complex questions in the learner’s mind. Piotrowski emphasizes that definitions in monolingual dictionaries are, on the one hand, wordy and contain more words than necessary, and use ambiguous expressions. On the other hand, the English language used is unnatural, which means it sounds wrong. On the other hand, the bilingual dictionary does not contain descriptions of meaning. They only provide definitions or translations Piotrowski (1989).

Third, Piotrowski (1989) made another distinction between monolingual and bilingual dictionaries by the focus on the description of the word’s meaning. A monolingual dictionary analytically describes the word's meaning. It uses distinct components such as parts of speech, usage, field labels, and syntax. Therefore, the learner should combine these different pieces to form a significant lexical unit. But each learner’s language proficiency, ability, and intelligence differ from the others. So, these efforts are not always worthwhile. It is difficult for them to construct the meaning by themselves. As a result, the monolingual dictionary contains a very detailed description that may not include the intended meaning. Thompson

(1987) argues that a bilingual dictionary is more valuable than a monolingual dictionary. It emphasizes the word's meaning over applicability, in which the translation provides learners with the word's meaning in common.

Underhill (1985) emphasizes some differences between monolingual and bilingual dictionaries in his book *Working with Monolingual Learners Dictionary*. He claims that using a monolingual dictionary pushes EFL learners to think in the target language. First, they learn English by thinking of its concepts in their native language. After that, they eventually reason in English. But users of the bilingual dictionary spend more time translating English concepts in their minds. Therefore, it can obstruct the development of the four skills in general and the speaking skill in particular.

Additionally, Underhill (1985) distinguished between the two types of dictionaries in terms of function words, which he believed to be the base of the foreign language. The bilingual dictionary does not provide any information about the word other than the meaning. Subsequently, this is insufficient to define an item and give the learner a clear idea. It needs to identify the function of the word to help the learner use the word naturally. On the contrary, a monolingual dictionary enriches the learner with further details on words function.

Underhill mentions another crucial point regarding dictionary definitions. The monolingual dictionary defines a word with clear and long descriptions, leading to a better understanding of the word. However, this raises another problematic issue when determining simple, common concepts. For example, the word "water" is described in OED as a liquid with no color, smell, or taste. This definition can be complex and time-consuming, whereas a bilingual dictionary is better at defining simple universal concepts; it offers clear, direct, and precise terms in all languages. The bilingual dictionary provides EFL learners with native language equivalents without wasting time to understand long sentences. On the other hand,

Underhill pinpoints that the examples used in monolingual definitions simplify the word and clarify the meaning, which helps EFL learners introduce English appropriately and accurately.

In brief, through the previous literature, dictionaries differ in some significant aspects, or in terms of meaning-entities: The circularity of language. The very detailed definitions offered by the monolingual dictionary and the translations transmitted by the bilingual dictionary. The fourth difference is that the monolingual dictionary helps learners to think in the target language, whereas the bilingual one does not. Furthermore, they are compared in terms of function words and the description of common concepts.

➤ **Vocabulary**

1. Definition of Vocabulary

According to Lines (2005), vocabulary is a set of words that a person knows and uses to express their ideas and emotions. Individuals cannot express meaning in a given language and interact with other people without vocabulary. Furthermore, Gardener (2009) argues that vocabulary is not just limited to word meaning, but it is a matter of word organization in the language (cited in Mukoroli, 2011). Vocabulary does not only include the meaning, but also the structure of the language. Therefore, dictionaries are among the most effective tools for learning vocabulary either in the description of words' meaning or the word usage (Function words). The monolingual dictionary provides the learner with the word's meaning, spelling, pronunciation, grammatical information, examples of its usage, idioms, and others. All these information helps the learner to understand and use the word effectively. The bilingual dictionary provides equivalents of the word in another language or the native language, leading to the learner's understanding of the word's meaning and vocabulary usage.

2. Types of Vocabulary

Nation (1990) attempts to identify two types of vocabulary. First, productive vocabulary which refers to the language the learner uses when speaking and writing. They are written, spelled, and spoken words. Second, receptive vocabulary which comprises the words that the learner hears, organizes, and understands. The learner hears and reads an item, comprehends and memorizes it, then, uses the word to produce sentences orally or in the written form (Palmer, 1921).

Vocabulary Learning

3. Vocabulary Comprehension

Vocabulary comprehension plays a crucial role in improving language learning. When learners read a textbook and face new items, they consciously question the meaning of words. Then, to answer their questions about the word they heard or read, they can consult a dictionary, which provides valuable support and a quick way to find information. Also, it supports students to learn outside the classroom and gives them learning autonomy. Ilson (1983, cited in Nation, 1990) argues that dictionaries in general and the monolingual dictionary in particular help learners to understand vocabulary well by relating new words to known words, explaining words and idioms, so that it facilitates the process of remembering and increasing interest in the words.

4. Vocabulary Recall and Retention

Vocabulary recall and retention mean the ability to recall or remember words after a specific time. “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 and Schmidt

2002, p. 457). Therefore, learners should be intrinsically motivated to learn a foreign language, learn more vocabulary, and extrinsically motivated by their teachers, the teaching materials, and parents. This can keep them interested while learning a novel word to understand and remember. After a time interval, learners face the item again and recall or retain its meaning. In addition, Nation (1990, p. 32) reports that “knowing a word includes being able to recall its meaning when we meet it. It also includes being able to see which shade of meaning is most suitable for the context that it occurs in”. Any word has a multitude of meanings, and these meanings interact with context and background knowledge. Therefore, dictionaries propose a variety of word meanings in which the learner can first understand and memorize the word and its usage in different contexts. In other words, he may be able to recall the word and use it effectively, and remember the meanings and choose which meaning is appropriate for a given context.

5. The Psychological Conditions for Vocabulary Learning

In the vocabulary learning literature, there are three main psychological conditions. The first one is noticing. Paying attention to a word facilitates the learning process. It occurs when learners look up a word in a dictionary, study it, or guess its meaning from context. Nation (2001) states that learners should consciously see language elements as part of the language system and not just as a message. “the word is removed from its message context to be focused on as a language item.” p.64. Results of studies like the one investigated by Knight (1994) indicate that looking up words in the dictionary increases learning. Indeed, Paul (1996) encourages students to use it as it is an effective tool for vocabulary improvement and comprehension.

The second condition is retrieval. According to Baddeley (1990), learners notice a word, perceive the form, and retrieve the meaning with the help of teachers or by using the

dictionary while solving a task, then try to communicate the word's meaning and recall its oral and written form. As we can see, a dictionary is considered the tool the learner can focus on in his learning process as it supports the learner's memorization and retrieval of words.

According to Nation (2001) the third psychological condition in vocabulary learning is creative or generative use. Regarding this factor, Nation (2001, p. 68) points out that "Generative processing occurs when previously met words are subsequently met or used in ways that differ from the previous meeting with the word." This condition mainly concerns the different meanings a word can have depending on the context. For example, if the learner knows the word with one meaning, he/she meets the word in a different context. The learner should think about the meaning and usage of the word to facilitate learning. While learners do not understand the meaning, teachers use various techniques, such as guessing the meaning from context or checking the dictionary. The latter helps the learner with information about the word and offers him/her a set of different word meanings, mainly from the monolingual dictionary.

➤ Attitudes of Learners and Teachers toward Bilingual and Monolingual Dictionaries

In a study by Yorio (1971) and Bensoussan et al. (1984), students questioned the use of bilingual or monolingual dictionaries. The majority of them chose the bilingual dictionary. Yorio (1971, p. 113) claims, "Although frequently inaccurate or misleading, the bilingual dictionary seems to give them the security of a concrete answer, while the monolingual dictionary often forces them to guess the meaning, adding more doubts to the already existing ones" From the quotation above, we notice on the one hand, students avoid ambiguity when guessing meaning from context. On the other hand, they find concrete and straightforward answers with less information about morphology.

Chapter One : Review of the Literature

Laufer and Melamed (1994, p.56) argue that “even those who have achieved a good level of L2 proficiency and have been trained in academic skills, including dictionary use, still reach out for a bilingual dictionary. Some use a monolingual and a bilingual dictionary together.” From this quotation, we notice that learners show a positive attitude toward the bilingual dictionary. A minority, on the other hand, prefer the monolingual dictionary.

Additionally, Atkins and Knowlers (1990) state that “one of the most comprehensive studies comprising over 1000 learners in seven European countries shows that bilingual dictionaries are used by the majority of the students (75%)” (cited in Laufer and Melamed 1994, p.565).

The above research studies indicate the learners’ attitudes. Yorkie (1992) and Stein (2002) investigated the teachers’ attitudes. It reveals that teachers prefer the monolingual dictionary. However, they encourage learners to use the monolingual dictionary instead of the bilingual one. It serves a wide range of purposes and stimulates learners to think in the target language, it offers EFL learners a complete definition containing parts of speech, usage, field labels, and syntax which lead learners to think in the target language Yorkie (1992). In addition, Wright (1998) points out that, teachers favor the use of monolingual dictionary in classrooms as it provides learners confidence in themselves, motivation, and working independently.

Conclusion

In short, this chapter has reviewed crucial information about dictionaries and vocabulary. The first part comprised the following elements: definition of dictionary, its types, its role in the process of teaching and learning, its role in vocabulary development, the various types of word definitions, and the comparison between EFL dictionaries. The second part of the chapter presented the basics of vocabulary learning, the definition of vocabulary, and its types. It explained vocabulary comprehension and retention, and the psychological conditions for vocabulary learning. At the end of the chapter, the third part concluded with the attitude of learners and teachers towards monolingual and bilingual dictionaries.

Chapter Two: Research Design and Methodology

Introduction

The second chapter of my research study is the methodology chapter. It describes the research and explains the instruments and procedures of data collection and analysis. This chapter deals with the method undertaken to carry out the present study. It includes two sections. The first section describes the experiment, the tools, and the sampling population. The second section presents the methods undertaken to analyze the data.

Section One: Procedures of Data Collection

Research Methodology

The initial aim of our research study is to shed light on what types of dictionaries are more helpful in enriching learners' vocabulary. Second, it aims to explore the effectiveness of monolingual and bilingual dictionaries on vocabulary comprehension and retention. To achieve the goals of this study, we relied on an experimental design defined by Nunan and Bailey (2009, p.53) as follows "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." Therefore, this research technique is the appropriate method to collect our data and analyze it.

Research Population and Sampling

The present study was conducted in the *ASSILIC* private school during the 2021/2022 academic year. The research population is the second and sixth-level students. The aim of selecting these two levels is to determine the preferences of beginner and adult students toward using monolingual and bilingual dictionaries in learning EFL. Each group consists of fifteen students. Thus, random sampling is the chosen type of sampling as it is the most

appropriate type for our research. We have randomly selected 20 students to participate in our investigation.

Data Collection Instruments

For data collection, we relied on the experimental method that is considered the most appropriate in studying the effectiveness of monolingual and bilingual dictionaries in enriching learners' vocabulary comprehension and retention. This method allows the researcher to control, manipulate, and intervene in the learning environment.

The Experiment Design

Before starting the experiment, we asked the participant a crucial question to collect data about their preferences. We randomly selected ten students in each level to participate. Our experimental method comprises three phases. Information was gathered about the effectiveness of the two kinds of dictionaries on vocabulary comprehension and retention. In the first phase, we asked the participants to define the words without using dictionaries in order to know if the participants already knew the words in the tests. In the second phase, we divided the participants of each level into two groups; group one used the monolingual dictionary, and group two used the bilingual dictionary to define or translate twenty English words. Finally, in the third phase, the participants were not allowed to use dictionaries and were asked to define each word and use it in a sentence.

The Description of the Initial Question

Our aim with this question is to collect information about participants' preferences regarding using monolingual or bilingual dictionaries in EFL learning. The question is: Which kinds of dictionaries do you prefer to use when searching for unknown words? Monolingual

or Bilingual? We asked this question to second and sixth-level participants. Each level has ten participants. This essential question plays a central role in collecting data on learners' preferences towards both types of dictionaries.

The Description of the First Phase Study:

To ensure that our tests and word list are appropriate for the investigation of our research study, we have distributed the test to eight private school students. We asked them to write the meaning of each word in the word list without using the dictionary and answer in their own words. Then, the students were selected with other participants to participate in the tests to know whether the learners recognized the words or not.

The Description of the Second Phase Study: The Pre-Test

The pre-test is a task containing a list of twenty English words. The participants were asked to look up the words in dictionaries. The first group used the monolingual dictionary, and the second group used the bilingual one. They were asked to write the meaning of each word. The task lasted for 30 minutes, see Appendix A. This task aims to investigate the effectiveness of the two types of dictionaries. The groups' answers will indicate whether students understand the meaning of each word.

The Description of the Third Phase: The Post-Test

After the participants took the pre-test, they had a time interval of four to five days. Participants were then requested to take the final 'Post-test' task, which involved using the same wordlist and providing their own sentence for each word without using dictionaries, to assess whether the participants understood and remembered the words. We asked the participants to write down their names in both tests to check the sentences of the first group

and the second group. This test aims to analyze the differences in the respondents' performance and check their vocabulary comprehension and retention, and thus, assess which dictionaries are more effective.

Section Two: Procedures of Data Analyses

The data gathered through the initial question are interpreted as numerical data coded in a software 'Microsoft Excel' to form percentages and present them in bar charts. The data is calculated by means of the Rule of Three $x = \frac{Z \times 100}{Y}$. X is the calculated percentages, Z is the value of participants' preferences, and Y is the total number of participants. The experiment data collected was analyzed through Qualitative Content Analysis (QCA), a method used to interpret and analyze the meaning of texts by classifying them into themes or categories as defined by Hsieh and Shannon (2005). It is used in our research to interpret the first, second, and third phase studies.

The Tests' Wordlist and their Meanings

1. Abrogate: To officially end a law, an agreement.
2. Bloat: To swell or make something swell, especially in an unpleasant way.
3. Blitz: A sudden attack.
4. Chattel: law or old fashion egg: women are now considered as equal partners not as chattels or housekeepers.
5. Cutesy: Too pretty or attractive in a way that is annoying or not realistic.
6. Destitute: Without money, food and the other things necessary for life.
7. Effigy: A status of a famous person, a saint or a god.
8. Epiglottis: A thin piece of tissue at the back of the tongue that prevents food or drink from entering the lungs.

Chapter Two: Research Design and Methodology

9. Grotto: A small cave especially one that has been made artificially, for example in a garden.
10. Grouch: A person who complains a lot.
11. Haphazard: With no particular order or plan; not organized well.
12. Harlequin: An amusing character in some traditional plays, who wears special brightly coloured clothes with a diamond pattern.
13. Hovel: A house or room that is not fit to live in because it is dirty or in a very bad condition.
14. Idiomatic: Containing expressions that are natural to a native speaker of a language:
She speaks fluent and idiomatic English.
15. Imperceptible: Very small and therefore unable to be seen or felt.
16. Intermingle: To mix people, ideas, colours, etc. together; the book intermingles fact with fiction.
17. Loath: Not willing to do something; He was loath to admit his mistake.
18. Mangle: To crush or twist something so that it is badly damaged.
19. Reluctant: Hesitating before doing something because you do not want to do it or you are not sure that it is the right thing to do
20. Tedious: Lasting and taking too long and not interesting; boring as defined by Hornby (2000).

Conclusion

Indent , this chapter summarized and mentioned the research methodology used to achieve our objectives. It started with the context, the research population, and the data collection instrument. Then it described the experimental data collection. It contained a description of the initial question, the pre-test, and the post-test. Then, it presented the instruments for data analysis. The results obtained from the experiment are presented and analyzed in the following chapters.

Chapter Three: Presentation of the Findings

Introduction

The chapter's concern is presenting the results obtained from the experimental technique of gathering data. It introduces the pre-test and post-test results. The findings are presented in percentages and displayed in tables and bar graphs. Moreover, the chapter is divided into three sections. The first one describes the results of the initial question. The second section deals with the presentation of the pre-test results. Finally, the third section demonstrates the post-test results.

The Results of the First Task

As we mentioned in the methodology chapter, before administering the pre-test, we checked whether the participants knew the wordlist. The results reveal that none of the participants knew the words.

Section One: The Presentation of Initial Question Results

Before administering the tests, we asked the participants an initial question. This question aims to check how much they prefer to use the monolingual dictionary and how time the same participants prefer the bilingual one. The following table presents the results obtained from this question.

Participants	Monolingual dictionary preferences	Biligual dictionary preferences
2nd level participants (10 participants)	3	7
6th level participants (10 participants)	6	4
Total: (20 participants)	9	11

Table1. Learners' Preferences toward Monolingual and Bilingual Dictionaries

Chapter Three: The Presentation of the Findings

The table above illustrates the number of second and sixth-level participants who prefer to use the monolingual and the bilingual dictionary, followed by the preferences of both levels. The results show that the majority of second-level respondents, 7 out of 10 participants prefer to use the bilingual dictionary. Meanwhile, three of them prefer using the monolingual dictionary. While more than half of sixth-level participants (6 out of 10) choose a monolingual dictionary, nearly half (four participants) use the bilingual one. The overall results of both levels show that more than half of the participants (11 out of 20) prefer the bilingual dictionary, while only nine prefer the monolingual dictionary.

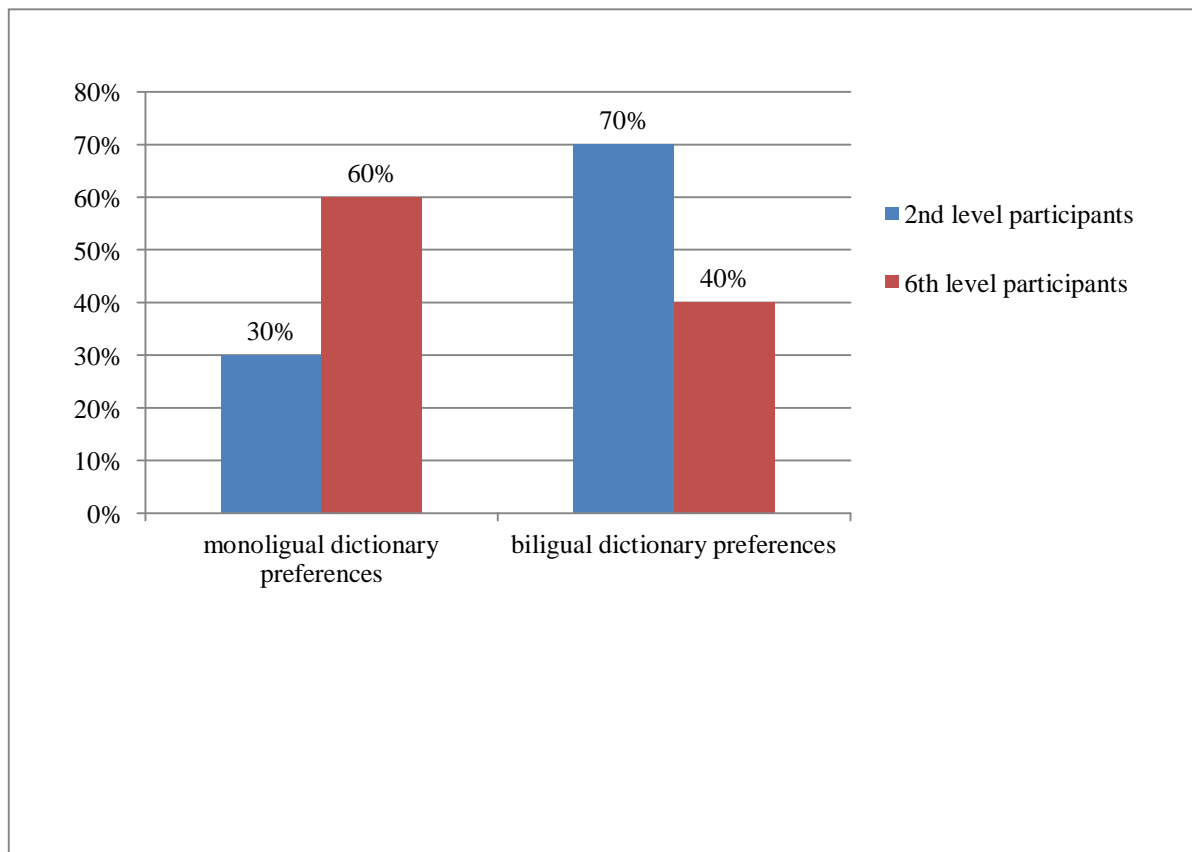


Diagram1. The Second and Sixth-level Participants' Preferences of the Monolingual and Bilingual Dictionaries.

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The bar chart above indicates the results of the second and sixth-level participants' preferences for the monolingual and bilingual dictionaries. It reveals that 70% of the second level respondents prefer the bilingual dictionary. In contrast, the minority prefers to use the monolingual dictionary. Contrary to the preferences of the sixth-level participants, the majority of them (60%) choose the monolingual dictionary. The bilingual version is preferred by the minority (40%).

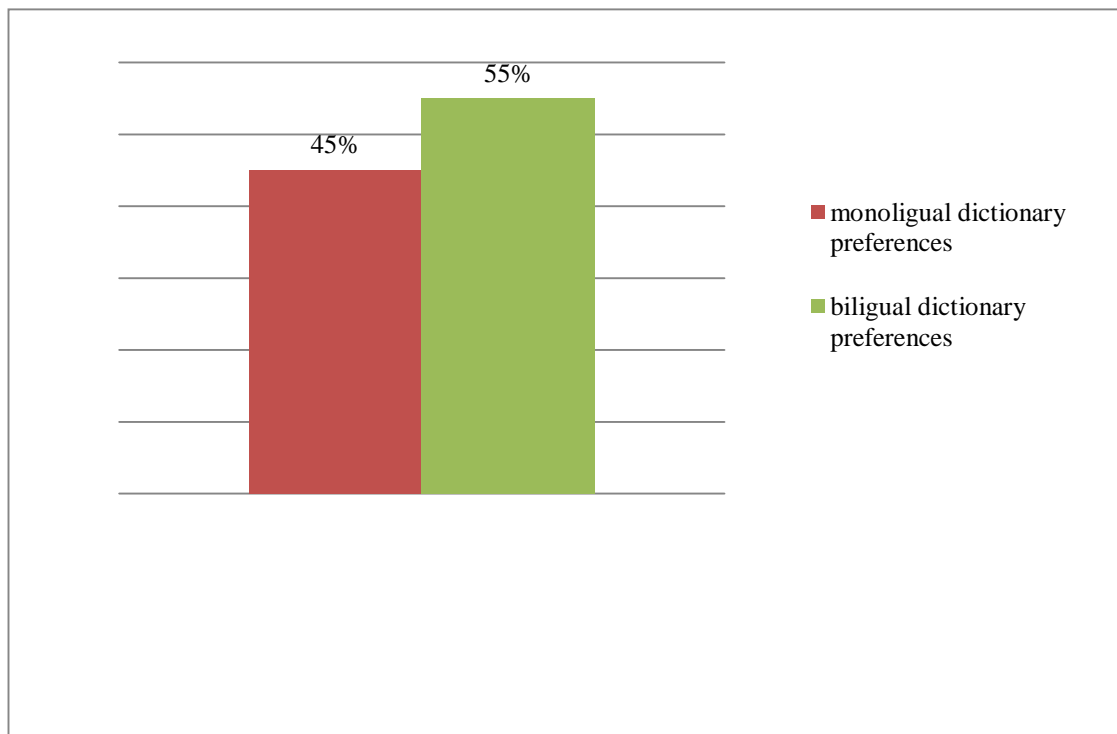


Diagram2. The Presentation of both Level Preferences Toward the Monolingual and Bilingual Dictionary

This bar chart demonstrates the overall preferences of participants at both levels. It shows that 55% of the participants prefer the bilingual dictionary, whereas only 45% chose the monolingual dictionary. In brief, the majority prefer the bilingual dictionary while the minority prefers the monolingual one.

Section Two: The presentation of the Pre-Test Results

Participants passed the pre-test and defined twenty English words in English or translated them to Arabic. These words are advanced words. The participants were the same students tested in both the pre-and post-test. Even the wordlist was the same. They were allowed to use dictionaries in the pre-test but not in the post-test in order to compare results and determine which dictionary allows learners to remember and understand the new words.

(See Appendix A) .

➤ **The Pre-test Results' Comparison between Monolingual and Bilingual Groups**

The following table shows how many participants answered the words using a monolingual dictionary and the number of those who answered using a bilingual dictionary.

Words	The number of participants who answered using monolingual dictionary (group1)	The participants answered bilingual (group2) mber of who using dictionary
Abrogate	9	7
Bloat	8	8
Blitz	10	6
Chattel	7	9
Cutesy	10	10
Destitute	10	8
Effigy	10	8
Epiglottis	10	0
Grotto	9	7
Grouch	10	8
Haphazard	10	7
Harlequin	9	9
Hovel	10	10
Idiomatic	10	10
Imperceptible	10	6
Intermingle	9	5
Loath	6	8
Mangle	9	5
Reluctant	10	4
Tedious	5	9

Table2. The Comparison between the Number of Participants who Answered by the Use of the Monolingual and Bilingual Dictionary

Chapter Three: The Presentation of the Findings

The results collected demonstrate that the participants who used the monolingual dictionary provided more definitions and answers than the bilingual dictionary group. The table shows the distinction between the numbers of participants who provided answers to the words; For instance, no one of the bilingual group participants defined the word “Epiglottis”. In contrast, all the monolingual group participants found its meaning. Indeed, the word “Haphazard”, few participants using the bilingual dictionary found the meaning (only 4 participants), whereas ten respondents provided answers using the monolingual dictionary. In addition, the word “Intermingle” is defined by the majority (9 participants) of monolingual dictionary users, while only half of the bilingual group provided answers. As another example, the word “Blitz” is described by six participants using the bilingual dictionary. In contrast, ten participants answered using a monolingual dictionary.

➤ The Pre-test Results' Comparison between Monolingual and Bilingual Correct and Incorrect Answers

Words	The answers provided by group 1 (monolingual)		The answers provided by group 2 (bilingual)	
	Correct	incorrect	Correct	Incor rect
Abrogate	8	1	0	7
Bloat	8	0	0	8
Blitz	10	0	4	2
Chattel	6	1	1	8
Cutesy	10	0	8	2
Destitute	10	0	0	8
Effigy	5	5	0	8
Epiglottis	9	1	0	0
Grotto	9	0	7	0
Grouch	10	0	8	0
Haphazard	10	0	7	0
Harlequin	9	0	5	4
Hovel	9	1	10	0
Idiomatic	10	0	1	9
Imperceptible	10	0	0	6
Intermingle	9	0	5	0
Loath	6	0	6	2
Mangle	9	0	0	5
Reluctant	10	0	0	4
Tedious	5	0	8	1

Table3. The Comparison between the Number of Participants Who Provided Correct

and Incorrect Definitions by The Use of the Monolingual and Bilingual Dictionary

Table 3 presents the number of correct and incorrect answers produced by the monolingual and bilingual groups. It shows that the majority of the answers provided by the participants who used the monolingual dictionary were correct. The words “blitz”, “cutesy”, “destitute”, “grouch”, “haphazard”, “idiomatic”, “imperceptible”, and “reluctant” were correct. Only the word “effigy”, was incorrectly identified by five participants. Contrary to the answers produced by the participants who used the bilingual dictionary, the words abrogate, bloat, chattel, destitute, effigy, idiomatic, imperceptible, mangle, and reluctant were incorrect. Only the words “grotto, grouch, haphazard, hovel, and intermingle” were correct.

Chapter Three: The Presentation of the Findings

➤ Some Examples of the Pre-Test Answers

Words	Examples about the participants' definitions or translations
Abrogate	Formal repeal or do away with (Law or agreement)/ cancel/ abolish / يُلغى شيئاً يُحذف شيئاً / يفسخ / يحذف
Bloat	Cause to swell with fluid or gas/ inflate/ منتفخ/ إنتفاخ / ينتفخ
Blitz	A sudden military attack/ an intensive military attack/ غارة جوية خاطفة
Chattel	A personal possession/ عقار
Cutesy	Cute to a sentimental or a mawkish extent/ pretty/ لطيف/ اللطف
Destitute	Extremely poor/ extremely poor and lacking the means/ إهمال
Effigy	A model of a person/ مجسم
Epiglottis	A flap of cartilage at the root of the tongue.
Grotto	A small picturesque cave, especially an artificial one in a park/ الكهف
Grouch	A habitually grumpy person/ Grunt, Grumble / نزق / نكد
Haphazard	Lacking order or organization / عشوائي
Harlequin	A mute character in traditional pantomime costume/ مهرج
Hovel	A small squalid or poorly constructed dwelling/ كوخ
Idiomatic	Using idioms/ a group of words established by usage/ شكلي/ خصوصي / متميز
Imperceptible	So slight, gradual, or subtle as not to be perceived/ invisible, unseen/ غير مسموع
Intermingle	To mix/ يتمازج / يختلط
Loath	To hate doing something/ يكره / يمقت
Mangle	Crush, / يخطأ / يفسد
Reluctant	Reluctant / رافض
Tedious	Boring/ ممل

Section Three: The Presentation of the Post-Test Results

Chapter Three: The Presentation of the Findings

As already mentioned, between the pre and post-tests, a period of four to five days. The post-test involved using the same wordlist from the pre-test and providing a sentence for each word without using dictionaries. The results reveal a significant difference in the participant's performance which is presented in the following chapters.

➤ The Post-test Results Comparison between Monolingual and

Bilingual Groups' Correct and Incorrect Sentences

The table below presents the number of correct and incorrect sentences produced by the monolingual group and the number of correct / incorrect sentences provided by the bilingual group.

Words	The sentences produced by group 1 (monolingual)		The sentences produced by group 2 (bilingual)	
	Correct	Incorrect	Correct	Incorrect
Abrogate	10			10
Bloat	10			10
Blitz	10		6	4
Chattel	10		1	9
Cutesy	10		8	2
Destitute	10			10
Effigy	4	6		10

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Epiglottis	10		0	0
Grotto	10		9	1
Grouch	10		8	2
Haphazard	10		8	2
Harlequin	10		5	5
Hovel	10		10	
Idiomatic	10		1	9
Imperceptible	10			10
Intermingle	10		10	
Loath	10		8	2
Mangle	10			10
Reluctant	10			10
Tedious	10		10	

Table3. The Comparison between Monolingual and Bilingual Groups' Correct and Incorrect Sentences

The table above represents the post-test results. It indicates the number of correct and incorrect sentences produced by the monolingual and bilingual groups. The table reveals that the majority of sentences produced by group one are correct, and only the word effigy with six participants, was provided incorrectly. Meanwhile, the results of the second group differ from those of the first. Almost the majority of the bilingual group sentences were meaningless and

Chapter Three: The Presentation of the Findings

incorrect. Concerning words: Abrogate, Bloat, Chattel, Destitute, Effigy, Idiomatic, Imperceptible, Mangle, and Reluctant, all sentences produced by the group were incorrect, and no respondent answered the word Epiglottis, whereas only three words, ‘Hovel, Intermingle, and Tedious,’ were used correctly by the group. As for the rest of the words, some were used correctly and some incorrectly.

➤ Some Examples of the Post-Test Results

Words	Examples of the post-test answers: bilingual group
Abrogate	My friend abrogate my number phone in her phone. / I abrogate my last sentence. / You abrogate that you know me. / I know that you are who abrogated my work.
Bloat	Arrogant bloats arrogance. / You need to be bloat. / bloats are important in our everyday life. / He is very beautiful with bloat. / This year, the prices bloated too much.
Blitz	The robbers blitz the bank. / Israel blitz Gaza. / She blitz me. / Don't blitz him. / She was killed in the blitz.
Chattel	Chattel prices are on the rise. / He bought chattel near the beach. / The family you're the chattel for him. / My mother cook the soup with chattels. / I will bring some chattels in the supermarket.
Cutesy	This cat is cutesy. / Many parents get a kick out of cutesy fashion when it comes to their baby girls. / Our neighbors have a cutesy dog. / You are so cutesy with this dress.
Destitute	The consent of the both parties indicates the destitute of marriage. / The football players destitute the match. / Many people destitute with each other. / In fact, now I destitute if all the candidate come or not.
Effigy	He made an effigy for facilitate Mathematics' concepts. / We uses a lot of effigies in our lessons. / I can't do my mathematics homework without effigy.
Epiglottis	No answer provided.
Grotto	He entered the grotto alone. / She entered the grotto in the night. / I afraid from entering the grotto. / Nowadays no one lives in grotto.
Grouch	The women grouch from her Childs. / I don't like grouch people. / Women always are grouch. / He grouch from the article.

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Haphazard	This person is a haphazard one. / I continued my studies in a rather haphazard way. / Today the house is in a haphazard manner.
Harlequin	Harlequin is cute and laughter. / When I was young I afraid from harlequin because of his face color. / Harlequin are cute and funny. / I love harlequin too much.
Hovel	This hovel is terrifying. / When someone don't have money to buy a house, he can make a hovel. / There is a beautiful hovel near the river.
Idiomatic	You are idiomatic from the others. / Please, do not idiomatic me I'm so sorry. / I draw a beautiful idiomatic. / Without idiomatic, please! / You can't idiomatic me of this reason.
Imperceptible	Dirt is imperceptible. / It is not imperceptible drinking water and eating the dinner at the same time. / Do not throw the garbage here, it's imperceptible. / Parent do not imperceptible their children to go outside the house when it rains.
Intermingle	The water and oil do not intermingle. / I am a chemist because I like to intermingle things together. / Do not intermingle the ingredients now.
Loath	This person loath his neighbor. / The honest people loath laying. / You have to take your medicine even you loath them.
Mangle	Do not mangle speech with him. / My sister uses a new mangle to dry clothes. / Sometimes, children mangle speech with their parent. / Eating quickly mangle the stomach.
Reluctant	Society reluctant with positive changes. / Every Monday Natasha is reluctant. / We will start the meeting now I am so reluctant.
Tedious	This game is tedious. / I was tedious from the morning. / I don't want to go, it is tedious. / Everything is tedious today.

Chapter Three: The Presentation of the Findings

➤ Some Examples Produced by the Monolingual Group

Words	Examples of the post-test answers: monolingual group
Abrogate	The government abrogate the old law and passed the new one. / In the last minute, the judge abrogates the law. / The government agreed to abrogate the law. / This year, a lot of rules abrogated.
Bloat	My Stomach bloats if I drink too much soda. / If I eat it, my stomach bloat up. My leg bloat after I fell.
Chattel	In many countries women have no rights and were considered to be the husbands' chattel. / In the recent years' women have rights as men and the societies stopped considering them as chattels.
Cutesy	I didn't want to get too cutesy like that. / Cutesy appears in the children' faces. / It is a cutesy dog.
Destitute	The charity cares about the destitute children. / Volunteers collect clothes for destitute children. / Every year, our company gather money, food, clothes for destitute families. / A lot of destitute people need the help; we have to help them.
Effigy	Her father brought her an effigy. / He made an effigy of wood. / When I was young I have a beautiful effigy.
Epiglottis	The thing which prevent food and drink from entering your windpipe called epiglottis. / Between the person's speech organs there is epiglottis. / Epiglottis facilitates the process of eating and drinking.
Grotto	People in the past used to live in grottos. / In the history people lives in grotto. / The grotto located downhill from these mountains.
Grouch	I find her affectionate but grouch. / A roster night made her a morning grouch. / Some people are always grouch.
Haphazard	The books are displayed in a haphazard manner on the desk. / She left her books standing precariously in a haphazard pile. / I distributed the exam papers in a haphazard way.
Harlequin	Mister Bean is one of my favorite harlequins. / The harlequin entertained the king's table with his silent but interacting magical and comedy acts.
Hovel	The destitute people lives in hovel. / The family lives in a rat infested descript hovel. / The majority of people do not live in hovel. / In this region many people live in hovel.
Idiomatic	This book contains a lot of idiomatic expressions/ My grandmother loves idiomatic phrases. / You are speaking English fluently and you use a lot of idiomatic expressions.
Imperceptible	An imperceptible drop in temperature. / I can't observe it, it is imperceptible. / He heard almost an imperceptible chuckle.
Intermingle	This allows the two cultures to intermingle without losing their separate identities. / Please, can you intermingle the eggs with the sugar. / Some ingredients do not intermingle in the mixture.
Loath	The little girl was loath to leave her mother. / Mom loathes mess in the kitchen. / He loathes going with his neighbor.
Mangle	The car was mangled almost beyond recognition. / The stone mangled my arm. / The machine mangled his hand.
Reluctant	I was reluctant to take risks. / I was reluctant to commit to the additional expense. / This child is reluctant in his choices.
Tedious	Nowadays people consider that manual work is tedious. / It gets tedious. But, I want to do it in this way. / Nowadays people consider that manual is tedious.

Conclusion

This chapter presented the results obtained from the experimental data collection tool. First, they demonstrated the preference results of the initial question. Secondly, the results from the pre-test were displayed. Third, it presented the post-test results. The experiment data collection tool permitted us to gather a reliable and significant amount of data, which will be interpreted and discussed in the following chapter, entitled “Discussion of the Findings”.

Discussion of the Findings

Introduction

The fourth chapter is titled “The Discussion and Interpretation of the Findings”; it analyses the research results. It interprets the results of the initial question, pre-test, and posttest according to Piotrowski’s theory of the fundamental differences between monolingual and bilingual dictionaries (1989). Moreover, the results are analyzed in response to the research objectives and the question in the general introduction. The results are analyzed and interpreted in three parts, the first is the discussion of the initial question, the second part deals with the pre-test results analysis, and the last part deals with the interpretation of the post-test results.

The Discussion of the Initial Question Results

To explore the learners’ preferences regarding the monolingual and bilingual dictionaries, we asked the second and sixth-level participants a question, as displayed in the previous chapter results. It indicates that beginner learners prefer to use the bilingual dictionary, and only three participants chose the monolingual dictionary. It is not the case for adult learners (6th level). The minority prefers the bilingual dictionary while the majority prefers the monolingual one. So, from the collected results, we can say that beginners favor the bilingual dictionary. In contrast, advanced learners tend to prefer the monolingual dictionary. Both levels’ results indicate that the majority of participants prefer the bilingual dictionary while the minority prefers the monolingual one.

Beginner learners may prefer the bilingual dictionary because it offers them an easy searching process which means that bilingual dictionaries provide them with a translation in their mother tongue, so they rapidly understand the meaning of the word, or as beginners, they do not have enough background knowledge to understand the explanations and interpretations within a monolingual dictionary, so they prefer the translations to the first or second language.

In contrast, Advanced learners prefer the monolingual dictionary because it allows them more thinking in a foreign language and face new words. As well they can well comprehend the explanations and definitions within the dictionary.

Among the research studies that examined EFL learners' preferences toward monolingual and bilingual dictionaries, the investigations by Yorio (1971) and Bensoussan et al. (1984) show that there is a clear and significant preference for bilingual dictionaries. In addition, the research results of Atkins and Knowlers (1990) show that the majority of students prefer to use the bilingual dictionary rather than the monolingual one.

The Discussion of the Pre-test Results

As we mentioned in the previous chapters, we relied on the experimental research method in our research. The experiment consists of three phases. In the first phase of the study, we asked participants to define each word in the wordlist with their own words, and all failed. Then, in the second phase (the pre-test), we asked each group to check the meaning of each word in a dictionary, either monolingual or bilingual. The pre-test results show that the majority of the monolingual group defined each word, while the bilingual group translated some words, not others. However, more than half of the words were described by the minority of the bilingual group. For instance, none of the bilingual group participants defined the word "Epiglottis". But, all the monolingual group participants found its meaning. The word "reluctant" was translated by the minority of the bilingual group, while the whole monolingual group provided answers. Indeed, half of the bilingual group answered the words "mangle" and "intermingle", while all the monolingual group participants offered the responses. Finally, the words "Imperceptible" and "Blitz" were translated only by six participants in the bilingual group. But, the whole monolingual group provided answers.

Additionally, the monolingual group correctly defined the whole word list, while the bilingual group incorrectly identified the words. For example, the item ‘abrogate’ means officially ending a law or agreement. Among the monolingual group definitions, ‘a formal repeal or do away with a law or agreement; Abolish’. These definitions offer the learner the exact meaning of the word. Some examples of the bilingual dictionary user’s translations are ‘يلغي شيئاً’, ‘يفسخ شيئاً’, ‘يحذف شيئاً’. These answers do not mean ending a law or official agreement but ending something. We can notice that these definitions are not precise, and the bilingual dictionary does not provide an accurate translation of the word’s meaning. That allows the learner well comprehend the item and its usage. In contrast, monolingual group answers indicate that the monolingual dictionary offered them a comprehensive and brief definition that the learner needs to learn and use the word.

As a second example, the word “destitute” is used when someone needs things necessary to live, such as food and money. The participants used the monolingual dictionary defined the word as extremely poor and lacking in meaning. The majority of monolingual answers were correct, and only one participant identified it incorrectly. From the results gathered, we can say that a monolingual dictionary offers the learner meaning comprehension and provide him with the necessary information about word usage. While the participants who used the bilingual dictionary defined it as ‘إهمال ، لا مبالاة ، بطلان’. These words are outside the word meaning. From these translations, we can observe that bilingual dictionary users did not provide the word’s meaning. None of these responses contain the exact meaning of the word ‘destitute’. Unfortunately, this can lead to ambiguity and complexity for the learner in understanding the word, especially when the learner has encountered the word in a text or a particular context. Therefore, the learner may not understand the entire text or the context in general.

As another example, the word ‘mangle’ means to crush or twist something as it is badly damaged. Some monolingual group participants answered the word with definitions, some with a synonym: ‘crush’, and all the answers were correct. The bilingual dictionary users translated it to ‘يفسد، يخطأ، يخطأ في ردة فعل’ The word ‘يفسد’ is not the exact equivalent of the word ‘mangle’, they mean something different. The same applies to the definitions: يخطأ and يخطأ في ردة فعل in Arabic mean to do something wrong or to react wrongly. They do not have the same meaning as the word mangle, to crush something as should be damaged. These words are not appropriate since they do not contain the same meaning. Within the translation, we point out that the bilingual participants did not understand the word’s precise meaning. Thus, they will not be able to use it in the appropriate context and reliable situations.

There are many other examples, but we would like to mention the example in which one participant of the bilingual group changed the dictionary to use monolingual. The participant did not find what he was looking for in the bilingual dictionary. Then he changed the dictionary. This word is “idiomatic” and means expressions that are natural to a native speaker of a language. Among the other participants’ answers the following definitions: ‘شكلي، متميز، خصوصي’ Unfortunately, none of these words have the same meaning as the word idiomatic. The majority of the bilingual group’s answers did not convey the word’s meaning. The monolingual group defined the word as ‘a group of words established by usage; using idioms in expression; the natural mode of expression in a language’. These answers are the appropriate ones as they provide the learner with the equivalent meaning of the word. As well, the monolingual dictionary leads the learner to understand the meaning and guides them with the correct answers and definitions.

As an additional example, we can cite the definitions of the monolingual and bilingual groups for the word ‘imperceptible’. It means objects or things small and unable to be seen or

felt. Among the monolingual group answers: ‘So slight; gradual, or subtle as not to be perceived; invisible; unseen’. The monolingual group responses are clear, understandable, and synonymous with the word Imperceptible. We can notice that the monolingual group participants comprehended the word’s meaning. Therefore, they can use it appropriately.

Whereas some of the definitions offered by the bilingual group are ‘غير مسموع ، غير مسموح’

Almost the majority of the answers were somehow closer to the meaning of the word “Imperceptible”. But they do not have the same meaning. As a result, only a minority understand the meaning of the word.

The Discussion of the Post-test Results

The third phase of our experimental study is the post-test. The results of the second and third phases are linked because in the pre-test, participants were asked to look up each word in a dictionary, define or translate the words. Then, in the post-test, we asked the participants to provide a sentence for each item without using dictionaries to check whether they remembered and understood the words. Thus, the aim of conducting these tests is to examine the effectiveness of monolingual and bilingual dictionaries in improving learners’ vocabulary comprehension and retention.

Regarding to the results gathered from the test, we notice a significant difference in the participants’ performance. Thus, the majority of sentences produced by the monolingual group were correct in relation to sentence structure and sentence meaning, unlike the sentences produced by the bilingual group, with more than half of the sentences being incorrect, especially at the level of the meaning.

There are many examples that we can mention of the difference between the two group performances. For instance, in the sentences provided of the word “abrogate”, the

bilingual group answers, ‘my friend abrogate my number phone in her phone; I abrogate my last sentence; I know that you are who abrogated my work’. It is difficult to comprehend the meaning of the first sentence because the word abrogate was not used in the appropriate context. It is used as the word ‘remove’, but it does not mean to “remove”, “annul”, or “omit something”. It means “to repeal or abolish an authoritative act or law”. As a result, the participants did not understand the word meaning and its uses. They did not know in what context or situation to use the word, and even the structure was wrong. The second sentence is meaningless. The word abrogate is used as ‘to suppress something’ this is not the word meaning, so the whole sentence sounds wrong, similar to the third sentence. The word abrogate was not used correctly. All the sentences produced by the bilingual group were incorrect, whereas all the monolingual group sentences were correct. We can mention the following sentences. ‘The government abrogated the old law and passed the new one; in the last minute, the judge abrogates the law; the government agreed to abrogate the law’ These sentences are structured in the correct form and meaning. So we can conclude that the monolingual group has understood the exact meaning of the word, has memorized it, and knows the appropriate word use.

The monolingual and bilingual group answers to the word “destitute” are considered a significant example of the distinction between the two types of dictionaries. Among the monolingual group responses, ‘The charity cares about the destitute children; volunteers collect clothes for destitute children; every year, our company gather money, food, and clothes for destitute families’ These sentences are correct. The word is used in the appropriate context and form in each sentence, while the bilingual group sentences were wrong. For example, ‘The consent of the both parties indicates the destitute of marriage; destitute of lessons leads to the bad marks in the exams; in fact, now I destitute if all the candidate come

or not'. The participants who provided these sentences defined the word destitute in the pretest as 'إهمال ، بطلان ، لا مبالاة'. From the sentences, we observe that the participants used the word destitute according to the meanings provided by the bilingual dictionary in the pretest. The participant in the first sentence used the word with the meaning of "بطلان"; In the second sentence, the word then was used as "إهمال"; In the third sentence, it is used as the word "لا مبالاة". In brief, the word "destitute" means a situation in which a person needs the things necessary for life, not as it is translated in the pre-test or used in the post-test. We observe that learners do not understand the exact word meaning, the appropriate context, and the uses of the word. we can therefore conclude that the bilingual dictionary distorts word meaning.

Additionally, "you are idiomatic from the others; An adversarial idiomatic arisen between the seller and the buyer; I draw a beautiful idiomatic"; are sentences produced by the bilingual group to the word 'idiomatic'. The item is not used with its correct meaning. The word means expression or sentences contain idioms or are natural. The first sentence, you are idiomatic from the others, sounds wrong concerning meaning because the participant used the item as the word "متميز". The second sentence is the same case as the first, an adversarial idiomatic arisen between the seller and the buyer. It is meaningless because the word idiomatic produced incorrectly is used as the word "خصوم". Concerning the structure, the sentence contains the incorrect form of the word arisen it should be arises. Similar to the third sentence, I draw a beautiful idiomatic provided as the meaning of the Arabic word "شكلي". These are only some examples of bilingual group responses. Unfortunately, the majority of participants answered inaccurately, and only one sentence was correct. In short, we can see that the bilingual group did not comprehend the word in its accurate meaning. They memorized it with the incorrect sense. So they use it wrong with inappropriate items, while

the monolingual group wrote: “This book contains a lot of idiomatic expressions; My grandmother loves idiomatic phrases; You are speaking English fluently and you use a lot of idiomatic expressions”. They comprehended the word ‘idiomatic’ exactly with its meaning and memorized it with its correct sense. In brief, learners use the word in an appropriate context and manner.

As an additional example of the post-test results, we can mention the sentences produced by the bilingual group of the word “mangle”: ‘Do not mangle speech with him; Greed mangle the person’s character; Sometimes, children mangle speech with their parents’. They produced these sentences as a result of the translation in the pre-test ‘يفسد and يخطأ’. The bilingual dictionary offered the learner with translations as: ‘To do something wrong or destroy’ but, the word means to crush or twist something so that it is badly damaged. The translations did not contain the same amount of meaning. Thus, the bilingual dictionary did not provide participants with the equivalent meaning of the word. As we have already said, if the learner has learned the word with the wrong sense, they cannot use the word in the correct context. In contrast, all the sentences produced by the monolingual group were correct, either in structure or meaning. For instance, ‘The car was mangled almost beyond recognition; The machine mangled his hand’ From the monolingual group answers, we observe the efficacy of the monolingual dictionary as it provided learners with the proper definitions and the explanations that they need to learn the word and to use it fluently.

The distinction between monolingual and bilingual dictionaries mainly appeared with results of the word ‘Imperceptible’ in which all the monolingual participants answered correctly, while all the bilingual respondents answered incorrectly. Among the monolingual group answers, ‘An imperceptible drop in temperature; I can't observe it, it is imperceptible;

He heard almost an imperceptible chuckle'. The meaning of the word imperceptible is a small thing that is invisible, that a human being cannot perceive. The answers are accurately structured and meaningful. The sentences have equivalent meanings to the word, and no doubt in all the sentences produced, the participants used the word in its correct form and content. Concerning the bilingual group, we would like to mention some examples of their answers, 'Dirt is imperceptible; It is not imperceptible drinking water and eating the dinner at the same time; Do not throw the barge here, it's imperceptible'. It is hard for the reader to comprehend these sentences. The reader may try to understand the meaning of the sentence, but it is difficult. The item was produced wrongly with the wrong words in all the answers.

The first sentence: 'Dirt is imperceptible' as a reader. 'Imperceptible' means a small thing a human being cannot perceive. 'Dirt' is messed up thing, something visible. So, what does the sentence mean? When we replace the word imperceptible with the translation of the pre-test 'غير مسموح,' we comprehend that the participant wants to say dirty is not acceptable. The same applies to the second and the third sentence. The sentence structure contains grammatical mistakes such as spelling errors, and article mistakes. As a result, the responses show that the bilingual dictionary provided learners with inappropriate translations. The participants did not even know what the word imperceptible means. They did not comprehend with which words it may appear, or in which situation they can use it. Even the form was wrong.

Finally, to confirm the effectiveness of the monolingual dictionary in improving vocabulary comprehension and retention, we would like to provide another example of a sentence provided by the monolingual group to the word "hovel". Learners were asked to write a sentence for each word using it in their own words. But in this sentence: 'The destitute people live in hovel', the learner used two words: "destitute" and "hovel". He used them in

the appropriate context and manner. This allows us to confirm that learners understood and memorized the words in their proper sense, as well as they understood the word usage.

In short, we can conclude that a monolingual dictionary is an effective tool for enhancing learners' vocabulary comprehension and retention. It describes the meaning of entities. Hence, it offers the same amount of meaning to the word. In addition, it defines the word in an analytical way (parts of speech, syntax, usage) that helps learners comprehend the appropriate uses of the word and how they should use it in terms of structure. Piotrowski (1989, p. 81) points out that "At present the greatest difference between them is that monolingual dictionaries can be more successfully used to check how to use English words correctly, while bilingual dictionaries can show how to say something in English at all" The bilingual dictionary does not provide the learner with the exact translation or equivalents, it does not describe the meaning entities and, as we have seen in the previous examples, it does not even convey a part of the meaning. Indeed, it points out the meaning in a synthetic way via applicability, which means it offers equivalents that transmit a part of the meaning in common. Unfortunately, this does not help learners with either understanding or memorizing words.

Several research studies have investigated the effectiveness of dictionaries on learners' vocabulary comprehension, recall, and retention. These studies focused on dictionaries in general rather than their specific types. For instance, research conducted by Stein (2002) in which he claims that dictionaries help with the comprehension and retention of vocabulary. Paul (1996) demonstrates that dictionaries are among the most effective classroom strategies for developing vocabulary learning and reading comprehension. The results of the experimental study investigated by Knight (1994) reveal that learners who used dictionaries significantly performed better than those who did not.

Conclusion

In short, to end up with the discussion chapter, the interpretation of the experimental results answers the research question and confirms the hypothesis. First, it answers the question and proves the first hypothesis advanced in the general introduction, that a monolingual dictionary is more effective in enhancing EFL students' vocabulary comprehension and retention.

General Conclusion

Vocabulary learning is a long-debated issue in the field of linguistics since it plays a significant role in the process of language learning. Many research studies investigated this phenomenon and the language learning process. The present study looked at the most effective tools in improving learners' vocabulary. It aims to investigate the effectiveness of monolingual and bilingual dictionaries in enhancing EFL learners' vocabulary comprehension and retention. The research adopted Piotrowski's (1989) theoretical framework.

The research study includes four chapters. In the first chapter, we reviewed the previous literature on a dictionary, vocabulary, and the attitudes of learners and teachers toward EFL dictionaries. The first section of the chapter consists of the definition of dictionary, its types, and roles: its role in teaching and learning; its role in vocabulary development, the definition of a "word", and at the end of the first section is the comparison between the two types of dictionaries. Then the second section demonstrated the main features of vocabulary such as the definition, types, and the psychological conditions for vocabulary learning. Finally, the third section presented the attitudes of teachers and learners toward monolingual and bilingual dictionaries in vocabulary learning.

The second chapter is a presentation of the research methodology and procedures. It presents the initial question that allowed us to collect data on learners' preferences toward monolingual and bilingual dictionaries. Then it

demonstrates the experimental research method, which consists of three phases to gather valuable information about the effectiveness of monolingual and bilingual dictionaries in improving EFL learners' vocabulary comprehension and retention. In the first phase, we asked the participants to provide each word with a definition in their own words to check whether they knew any word in the word list. In the second phase of our experiment (the pre-test), we asked the participants to define each word using either monolingual or bilingual dictionaries. Then, after a period of four to five days, we distributed the third phase of our experiment, the post-test in which we asked participants to form a sentence for each word without using dictionaries. This test aims to collect data on the effectiveness of the two types of dictionaries. To check which group understood and memorized the words, the monolingual group or the bilingual. Then we presented the procedures for data analysis. We selected the experimental research method because it is the appropriate tool for data collection in our investigation.

The results obtained from the experiment were presented in the third chapter: "The Presentation of the Findings" which is divided into three sections, first the presentation of the initial question results, second the presentation of the pre-test results, third the presentation of the post test results. The results were displayed in tables and bar graphs. Finally, the last chapter is titled "The Discussion of the Findings", in which we interpreted the results in detail. The

discussion of the initial question indicates that EFL learners prefer to use the bilingual dictionary rather than the monolingual one. The interpretation of the pre and post tests show that, the monolingual dictionary is more effective in enhancing learners' vocabulary comprehension and retention.

The present study is based on Piotrowski's theory (1989), *Monolingual and Bilingual dictionaries: The fundamental difference*. The present research study reached our objectives to shed light on the effectiveness of dictionaries in enhancing learners' vocabulary comprehension and retention. The experimental study confirms the first hypothesis, that the monolingual dictionary is more effective in enhancing students' vocabulary comprehension and retention.

However, we cannot deny that this study has met some limitations and the research findings cannot be generalized to all the levels since our participants were only in the second and sixth levels in the Assilic private school. Indeed, the university lacked access to the Internet and documentation on our topic, which made the research more complex.

The present research investigated the effectiveness of monolingual and bilingual dictionaries in improving learners' vocabulary comprehension and retention is our first investigation. The focus is on effective tools for enriching learners' vocabulary. The investigated learning material is dictionaries. It aims to search which dictionary is more effective in enhancing learners' vocabulary comprehension and retention, monolingual or bilingual. For further research on

the same topic, we suggest Nation, (1990), Bensoussan, (1981), and Zgusta's, (1971) theoretical framework to analyze the sources.

In short, we hope that our research has contributed to the field of teaching and learning. Additionally, we hope it will raise previous research questions and suggest more dictionary and vocabulary investigations related to other variables.

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APPENDICES

Appendix A: The pre-test

ASSILIC privet school the second and the sixth level of EFL learners. 15min

Task : Use a dictionary and give a definition or a synonym to the following words in English or in Arabic.

1. Abrogate
2. Bloat
3. Blitz
4. Chattel
5. Cutesy
6. Destitute
7. Effigy
8. Epiglottis
9. Grotto
10. Grouch
11. Haphazard
12. Harlequin.....
13. Hovel
14. Idiomatic
15. Imperceptible
16. Intermingle
17. Loath
18. Mangle
19. Reluctant
20. Tedious.....

Appendix B: The post-test

ASSILIC privet school the second and the sixth level of EFL learners. 15min

Task: Use the following words and provide for each word a sentence.

1. Abrogate
2. Bloat
3. Blitz
4. Chattel
5. Cutesy
6. Destitute
7. Effigy
8. Epiglottis
9. Grotto
10. Grouch
11. Haphazard
12. Harlequin
13. Hovel
14. Idiomatic
15. Imperceptible
16. Intermingle
17. Loath.....
18. 18.Mangle.....
19. Reluctant
20. Tedious