



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA



وزارة التعليم العالي والبحث العلمي

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

جامعة الشاذلي بن جديد

UNIVERSITY OF CHADLI BENDJEDID EL TARG

كلية الآداب واللغات

FACULTY OF LETTERS AND LANGUAGES

قسم اللغة الإنجليزية

DEPARTEMENT OF ENGLISH

## Investigating the use of Dictionary as Supplementary Material in Learning Vocabulary

The Case Study of Second Year Students at Ben Sallem  
Secondary School Bouhadjar

Dessertation Submitted to the Departement English in Partial Fulfillment of The  
Requirements for the Degree Master In Didactics of English

Submitted By :

Mm : ABAIZ AICHA

Mm : SOUDA SELMA

Supervised By :

Mm. DJAFER ZINEB

Board of Examiners :

Chairman :	MAB	Chadli Bendjedid El Targ University
Supervisor :	MAB	Chadli Bendjedid El Targ University
Examiner :	MAB	Chadli Bendjedid El Targ University

Academic Year :2017/2018

## **Declaration**

We hereby certify that this research paper , which we now submit for assessment of the program of study leading to the award of Master in Didactique de L'Anglais is entirely the result of our own work and has not been taken from the work of others save and the extent that such work has been cited and acknowledged within the context of our work

Signed :

Signed :

Date :

Date :

Student number :

Student number :

## **Dedication**

I would like to dedicate my work to

My father who always encourage me to success

My dearest mother that she wanted me to complete my study

And I wish for her God mercy in her grave , and if God will in heaven of paradise

My husband who have shown a great understanding in hard times

My dear brothers for their support

My friends “Aicha” “ Maroua” “Nada” “Ismahen” whom always

Find the correct words when I was under stress of study

Special dedication to my family and friends

To my beloved “Haithem“ “Anis“ “Inas“

My cousin “Firiel“

## **Dedication**

This dissertation owes because of the help and encouragement of some people whom I shall  
thank .

My parents who believed in me especially my father, my sisters Khawla Roumaissa and  
Chaima .

My brother Amine whose I was found in difficulties and hard times.

Without forgetting my husband Abd Errahim who supported me and encouraged me when I  
felt stressed and panic.

My best friends Selma Khadija Zahra Nada Maroua.

And my beloved son Abd el Wadoud .

## **Acknowledgments**

Thanks to ALLAH , Thanks to ALLAH , Thanks to ALLH

A special thanks is addressed to the administrative members at El Moukadem Abd El  
Rahmen Ben Sallem secondary school and its students who reported to our questionnaire .

## **Abstract**

Vocabulary has an important value in EFL teaching and learning process , it is founded in all the four skills : speaking , listening , reading and writing , and they are related in big relationship .Vocabulary learning among secondary school students at EL MOUKADEM ABD ELRAHMEN BEN SALLEM presents that the majority of the student have a deferent problems in their vocabulary development . From this point , EFL students start to rely on new ways and strategies , that can help them in enhancing learning vocabulary . The aim of this study is to investigate the usefulness of dictionary as supplementary material in learning setting , and to show the significance of using them in this process . To obtain this objectives three research questions were mentioned to realize the investigation . This research includes student's questionnaires as research instrument . In addition , the quantitative data presented new discoveries about the usefulness of dictionaries in vocabulary learning , while the results showed that EFL students recognize the great value of this supplementary material , and that they can benefit from if it is used correctly , because it worked as a motivation and made the process more enjoyable and interesting learning due to the recognition that dictionaries offer . Some recommendations were provided in order to help students and teachers to win in gaining the best results from dictionaries.

## Table of content

<b>Declaration .....</b>	<b>i</b>
<b>Dedication .....</b>	<b>ii</b>
<b>Dedication .....</b>	<b>iii</b>
<b>Acknowledgments .....</b>	<b>iv</b>
<b>Abstract .....</b>	<b>v</b>
<b>Table of Content .....</b>	<b>vi</b>
<b>List of abbreviations .....</b>	<b>vii</b>
<b>List of Tables .....</b>	<b>viii</b>
<b>List of Figures .....</b>	<b>ix</b>
<b>General Introduction.....</b>	<b>1</b>
<b><i>Chapter One : Literature Review</i></b>	
<b>Section One :</b>	
Introduction.....	07
<b>1.1.1</b> Definitions of Vocabulary.....	<b>07</b>
<b>1.1.2</b> What Does it Mean to Know a Word ?.....	<b>08</b>
<b>1.1.3</b> Types of Vocabulary .....	<b>10</b>
<b>1.1.4</b> Definition of Learning .....	<b>11</b>
<b>1.1.4.1</b> The components of Learning .....	<b>11</b>
<b>1.1.4.2</b> Vocabulary Learning Strategy.....	<b>12</b>
<b>Section Two :</b>	
Introduction .....	17
<b>1.2.1</b> Definitions of Supplementary Material.....	<b>17</b>
<b>1.2.2</b> Definitions of Dictionary .....	<b>17</b>
<b>1.2.3.</b> Studies of Dictionary Use .....	<b>19</b>

1.2.4. Dictionary Look –up Strategy .....	20
1.2.5. Dictionary Use .....	20
1.2.6. Dictionary Types.....	21
1.2.7. Steps of Looking Up Words.....	24
1.2.8. Problems of Dictionary Use .....	25
Conclusion.....	27
 <i>Chapter Two : Analyses and Discussion of Student’s Questionnaire</i>	
Introduction .....	29
2.1. Research Design and Methodology .....	29
2.2. Population and Sampling .....	29
2.3. Research Instruments .....	29
2.3.1. Student’s Questionnaires.....	30
2.4. Discussion .....	31
Conclusion.....	42
 <i>Chapter Three : Recommendations and suggestions</i>	
3.1. Finding and Recommendations.....	44
3.2. Activity of Dictionary Use .....	46
Conclusion .....	48
<b>General Conclusion.....</b>	<b>50</b>
<b>References .....</b>	<b>52</b>

## **List of Abbreviations and Acronyms**

**VLS:** Vocabulary learning strategy .

**EFL:** English as Foreign Language .

**SL:** Second Language .

**Eg :** Exemple .

## List of tables

<b>Table1.1.1:</b> What is Involved in Knowing a Word ?.....	10
<b>Table 1.1.2 :</b> Taxonomy of VLS .....	14
<b>Table 2.1 :</b> Student’s Using of Dictionary .....	31
<b>Table 2.2 :</b> The Word Information The Student Look For .....	32
<b>Table 2.3 :</b> Rapidness of Finding Unknown Word .....	33
<b>Table 2.4 :</b> Using Dictionary in Reading Section .....	34
<b>Table 2.5 :</b> Using Dictionary in Learning English Language .....	34
<b>Table 2.6 :</b> Opinion of Liking a Book Dictionary .....	35
<b>Table 2.7 :</b> Knowing Dictionary Strategy .....	36
<b>Table 2.8 :</b> Comfortableness of Using Dictionary.....	37
<b>Table 2.9 :</b> Student’s Views on The Usefulness of Dictionary .....	38
<b>Table 2.10 :</b> The Training of Using Dictionary in The Future .....	39
<b>Table 2.11 :</b> I Think I Have Enough Training on The Use of Dictionary .....	39
<b>Table 2.12 :</b> Choosing Dictionary Type to Use .....	40
<b>Table 1.13 :</b> How Often do You Use Dictionary in Class Room ?.....	41

## **List of figures**

<b>Figure 1.1.1</b> :Vocabulary Types .....	11
<b>Figure 1.1.2</b> : The Components of Learning .....	12
<b>Figure 1.2.1</b> : Monolingual Dictionary Features .....	23
<b>Figure 1.2.2</b> : Strategies Employed During Dictionary Search.....	<b>26</b>
<b>Figure 2.1</b> : Student’s Using of Dictionary .....	31
<b>Figure 2.2</b> : The Word Information The Student Look For .....	32
<b>Figure 2.3</b> : Rapidness of Finding Unknown Word.....	33
<b>Figure 2.4</b> : Using Dictionary in Reading Section .....	34
<b>Figure 2.5</b> : Using Dictionary in Learning English Language .....	35
<b>Figure 2.6</b> : Opinion of Liking a Book Dictionary .....	36
<b>Figure 2.7</b> : Knowing Dictionary Strategy .....	37
<b>Figure 2.8</b> : Comfortableness of Using Dictionary .....	38
<b>Figure 2.9</b> : Student’s Views on The Usefulness of Dictionary .....	38
<b>Figure 2.10</b> : The Training of Using Dictionary in The Future .....	39
<b>Figure 2.11</b> : I Think I Have Enough Training on The Use of Dictionary .....	40
<b>Figure 2.12</b> : Choosing Dictionary Type to Use .....	40
<b>Figure 2.13</b> : How Often do You Use Dictionary in Class Room ?.....	41

# **General Introduction**

# General Introduction

---

## General Introduction

Students of English foreign language are concerned about learning new vocabulary .This process considered as a hard problem to learn an increasing amounts of words because it takes time ,diligence and work . Many researchers also looked to this process as problematic issue for a recent years .EFL teachers provide new strategies and easy ways to enhance learning English language and support their teaching in order to develop student's knowledge one of this known strategies is the use of Dictionary as a supplementary material in learning English language specially in reading section and it is an important tool that allows learners to practice language in a fun and motivating way.

### 1. Statement of The Problem

Learning English is one of the difficulties that students of high school face in acquiring new vocabulary and storing information. To have an effective English teaching must provide students with the training about how to look up information ,because they can offer systematic information about words .As well as Dictionaries create an enjoyable ,interactive and interesting atmosphere to help learners to enrich vocabularies and avoid confusion as well.

### 2 . Aim of The Study

This study aims to verify the usefulness of dictionaries as a mean of learning vocabulary of EFL classroom and, therefore, showing the significance of using them as teaching and learning aid .

### 3 . Research Questions

- What is the main role of using Dictionaries ?
- What type of dictionary do students use ?
- How do learners use dictionaries?

## General Introduction

---

### 4 . Hypothesis

- Dictionary is important tool for any learner who learn new language.
- As a hypothesis ,the type of dictionary used in classroom is monolingual Dictionary .
- We hypothesize that there are steps should be followed to have the skill.

### 5 . Method of Investigation

This study aims at investigating the relationship of using Dictionary as supplementary material with learning vocabulary .In order to carry on this study , quantitative method will be conducted by the analysis of the questionnaire that have been given to second year students of foreign language who are enrolled in the academic year 2017/2018 at secondary school of El Moukadem Abd El Rahmen Ben Salem .

### 6 . Structure of The Study

This research is split into three chapters :

The first chapter deals with the theoretical part of the study , chapter one divided into two sections the first section include a survey on EFL vocabulary learning ;beginning with defining vocabulary ,also what does it mean to know a word, besides to the types of vocabulary and providing the learning definition and its components .Moreover it highlights vocabulary learning strategy(VLS) and some classification of it .

While the second section starts with the definition of supplementary material followed by the definition of dictionary with its studies, then looking- up strategy is another title ,after that there is dictionary use with mentioning its types , steps of looking up a word and finally the problem of dictionary use.

Chapter two focus on the practical part of this research ,starting with research design and methodology ,then the description of the population and sampling .Moreover ,presenting the research instrument, also it has been focused on student's questionnaire which was

## **General Introduction**

---

addressed to second year foreign language students at El Moukadem Abd El Rahmen Ben Sallem secondary school and the interpretation followed by the discussion .

Chapter three contains some suggestions and recommendations through the analysis of the results .Besides to the example of activity about dictionary use that can be given to students in order to enhance their ability of using this learning tool .

# **Chapter One: Literature Review**

## **Section one: EFL vocabulary learning**

## Introduction

Anciently, vocabulary was not taken as an important matter or subject to be officially taught, although vocabulary was included within the different lessons such as of speaking, listening, reading and writing, it was not considered as a particular subject of learning process, but this situation does not continue, and vocabulary teaching and learning process had been progressed and became a very important and demanded issue in EFL classes. This chapter discusses the vocabulary learning strategy and the role of vocabulary proficiency, besides to the factors influencing VLS use. Moreover, it attempts to highlight the proficient versus less proficient VLS (vocabulary learner), also what does knowing a word mean.

### 1.1.1: Definition of Vocabulary

Vocabulary is the most essential part of language proficiency (Carter & Mc Carthy, 1988). So it is not possible to learn or to teach language without knowing its vocabulary. Word knowledge includes knowing all the possible meanings, pronunciation, part of speech, frequency, usage and collocations (Nation, 2001). For learners who are preparing for learning L2, a command of academic vocabulary is really important. Oxford Dictionary (2007) defined vocabulary as: "The total number of words that make up a language". (p.959). According to Longman Dictionary (1995) vocabulary was defined as the completely words that someone acquainted or knows learns or uses. Lehrer, (2000) "The term vocabulary refers to the knowledge of words and their meaning". (p.4).

Besides, Mc Carthy (2014) gave a definition for vocabulary as "It is the experience of most language teachers that the single, biggest component of any language course is vocabulary". No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express wide range of meanings. Thus, it can be said that, vocabulary is the most important element in language learning for any learner to

enlarge his knowledge about L2 and the learners should know all the different definition of a single word.

### 1.1.2 : What Does it Mean to Know a Word ?

To know a word or to learn it ,is considered as a hard and complex process ,the learner should be aware and focus on the depth of each word.

According to Quian (1999) “Depth of a word knowledge refers to learner’s knowledge of the different aspects of a given word .This knowledge has to do with extent of knowledge of the following categories: 1 pronunciation and orthography ;2 morphological properties, 3 syntactic properties and collocation ; 4 meanings including connotations ,polysemy antonymy ,and synonymy,5 register and 6 frequency.

While Taylor (1990,p.p.1-3) word knowledge includes or having information of various types which are :1- Knowledge of the frequency of occurrence of the word in a language . There are some words in English language can appear and used in speech such as indeed or by the way whereas ,the others can appear in written form like farmer or latter. 2 Knowledge of style, register and dialects .Style in general rely on the level of formality such as slang informal, neutral or formal, .....etc.

Registers are varieties of language that depend on the topic where words appears .Dialect is changeable or social variety of a language distinguished by pronunciation , grammar or vocabulary .

-Knowledge of collocatios, it formulates the knowledge of syntactic behavior between given words and combine them with other words in a language.

- Knowledge of morphology means having idea about all forms of a word and from where it was derived ,like the word combination is derived from the verb to combine.

– Knowledge of semantics ,that is what a word means or denotes and known its connotations

.Denotation is straight forward ,while connotation can change with time ,culture to culture and individual to another.

-Knowledge of polysemy ,words in English language have different meaning ,for example the word Shovel can be the tool or the action.

-Knowledge of the equivalent of the word in the mother tongue ,means is traduction or translation.

Besides to this types teachers should create a condition to allow or to push to master and to learn easily this types about the target vocabulary.

Also ,the learners have to know all the aspects of the word , that can be showed in this table :

Table 1:What is Involved in Knowing a Word

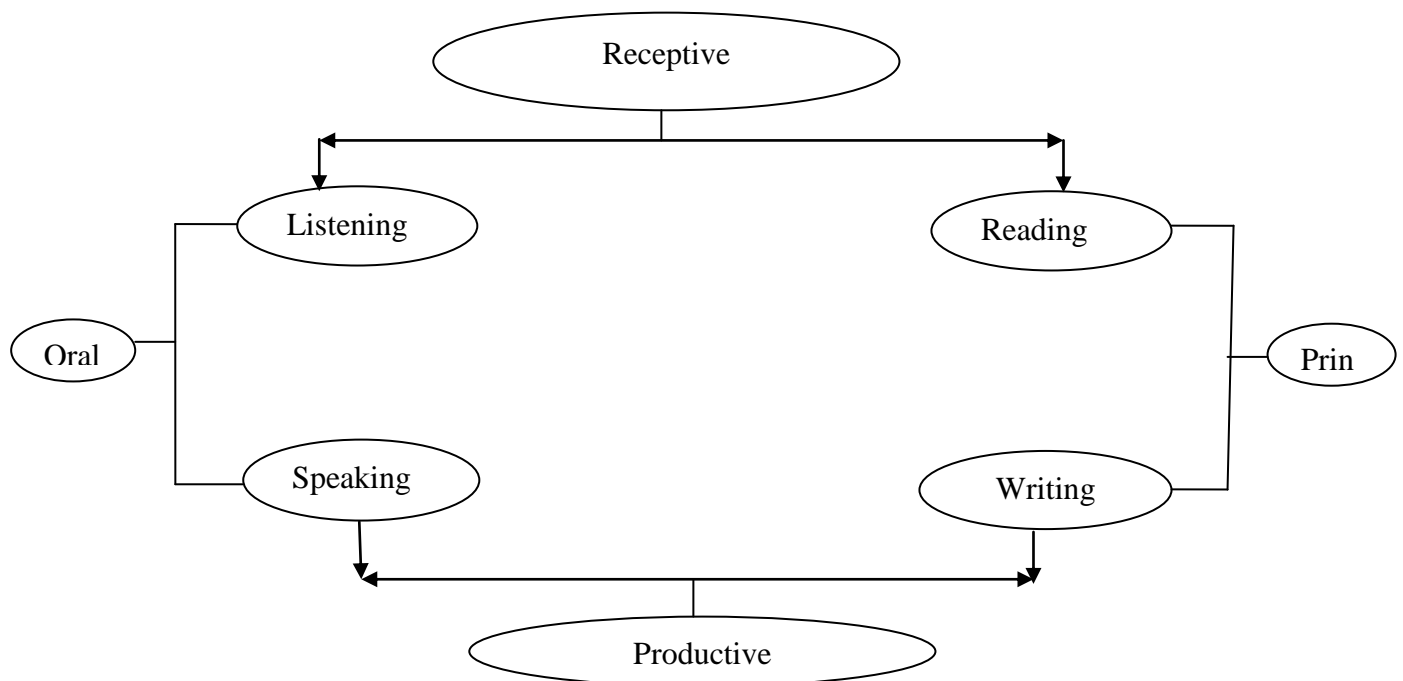
Aspects	Component	Receptive knowledge	Productive knowledge
<b>Form</b>	-Spoken -Written -Word parts	-What does the word sound like -What does the word look like - What parts are recognizable in this word	-How is the word is pronounced -How is the word written or spelled -What word part are needed to express the meaning
<b>Meaning</b>	-Form and meaning -Concepts and referents -Associations	-What meaning does this word form signal -What is included in this concepts -What other words does this make people think of	-What word form can be used to express this meaning -what items can the concept refers to -What other words could people use instead of this one
<b>Use</b>	-Grammatical functions -Collocations -Constraints on use (register , frequency, ..... ).	-In what pattern can the word occur -What words or types of words occur with this one -Where ,who and how often would people except to need this words	-In what patterns must people use this words  -Where ; when and how often can people use this words

Source:Adapted from NATION (2001,p-29)

### 1.1.3 : Types of Vocabulary

According to Nation and Laufer (1995) word knowledge has two forms :receptive and productive .

Productive vocabulary are words or vocabularies used when the learner write or speak ;while receptive vocabulary are words used when the learners read or hear .It is obvious that the receptive vocabulary is larger than the productive vocabulary (kamil & Hierber, 2005).



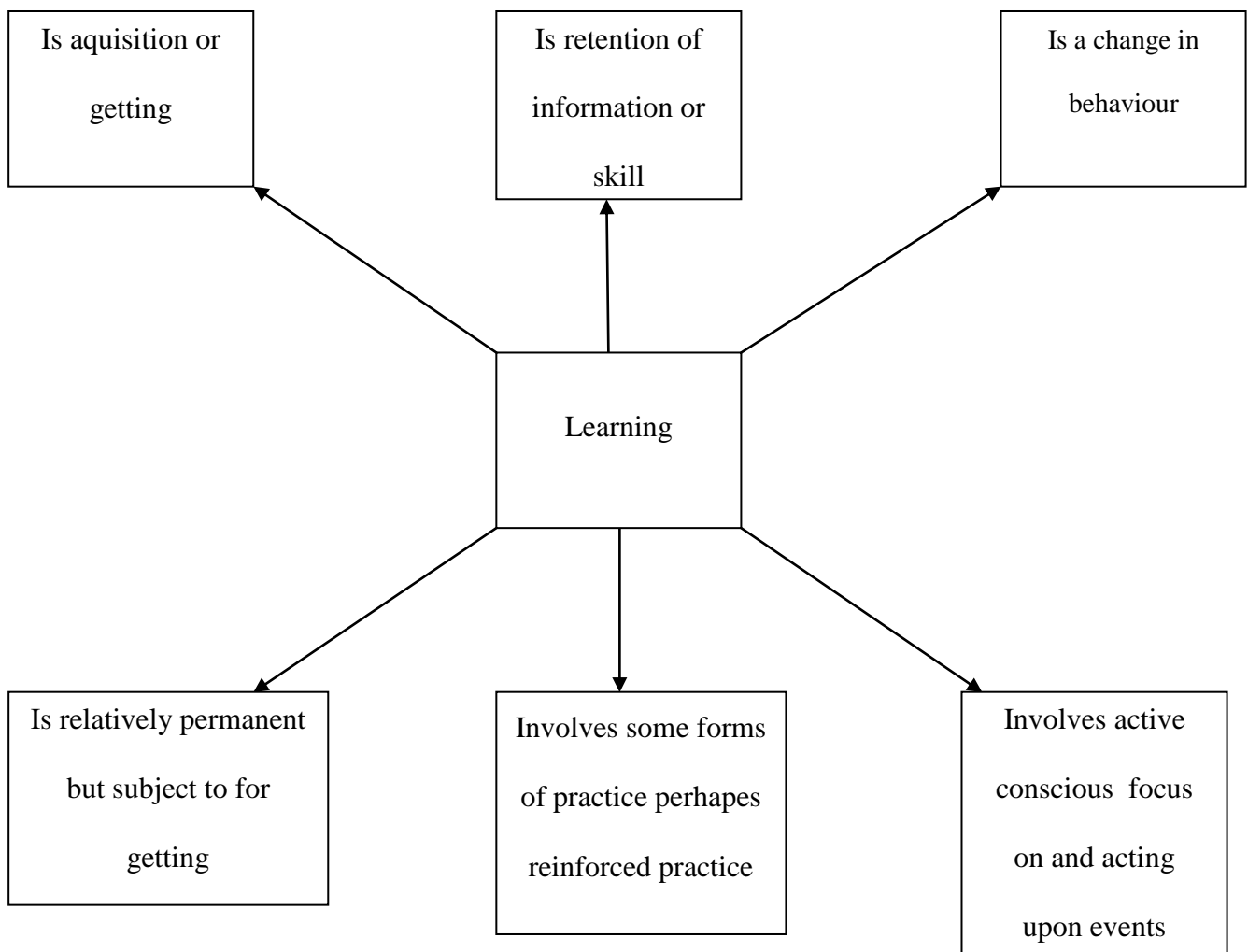
**Figure 1.1.1 :Vocabulary Types (pukulske & Templeton,2004,p.27).**

#### 1.1.4 : Definition of Learning

Learning is getting or having new insight and knowledge through research or experience ..According to the American Oxford Dictionary (2011) “Knowledge that you get from studying “.Learning is to look for ,to do research about things to get more information or to ask about new things to have a background and to be knowledgeable .

##### 1.1.4.1: Components of Learning

The components of learning can be defined in this illustration :



**Figure 1.1.2 : The Components of Learning .(Brown,2000,p.7).**

### **1.1.5 : Vocabulary Learning Strategy**

The process of learning vocabularies needs a different ways or strategies to be proficient vocabulary learner, these strategies differs according to the purpose of learning . According to Oxford (1993) , the term learning strategies (VLS) refers to “steps or actions taken by students to improve their own language learning “. (p.67). Moreover ,according to Sokman (1997) point of view VLS are basically ways used by learners to insure their understanding of the word learning it as well as remember it .This leads to understand that the learners used to use a different techniques in order to acquire and store new words .Catalane

(2003.p 56) defines vocabulary learning strategies as «Knowledge about the mechanism process strategies “. Used in order to learn vocabulary as well as steps or actions taken by students :

“-To find out the meaning of unknown words .

-To retain them in long term memory .

-To use them in oral or written mode . It can be said that VLS are actions made or practiced by students ; and these actions should be chosen according to their goal. Schmitt in (1997.p,199,228)..presented a taxonomy of learning strategies concentrating on learning vocabulary this one classified into two strategies :

1- Discovery strategies : are techniques in which they find the meaning of unknown words .

2- Consolidation strategies are ways to practiced to store new words to be remembered for a long time. Also ,he divided this two categories into specific strategies like cognitive , metacognitive memory and social strategies that can be found in consolidation strategies while in discovery ones we can found determination and social strategies .

According to Grenfell &Harirs (1999,p.5) Meta -cognitive strategies concentrate on “Thinking about language or the learning process “ and “Act lesson language itself that knowledge about processing language “.

Cognitive strategies include “Mental engagement with language in materials or tasks in order to develop understanding and enhance learning “. ( Grenfell & Harrirs 1999,p.44). Examples for this strategy are guessing or pretending meaning of some unknown vocabularies on the basis of contextual clues and using repetition to facilitate memorization .While the last part of strategies ,memory and social strategies or the social affective strategies are ”the strategies involved in social context – for example cooperation or asking for clarification or

..... over the emotion and affection necessarily implicated in learning a foreign language “  
 (Grenfell & Harrirs 1999,p.5).

<b>VLS</b>	<b>Discovery strategies</b>	-Determination strategies -Social strategies
	<b>Consolidation strategies</b>	Memory strategies Social strategies Cognitive strategies Meta-cognitive strategies

**Table 2:Taxonomy of VLS by Schmitt(1997).**

Besides Medani presented different strategies for both good and poor learners are:

- 1- ask classmates
- 2-Guessing
- 3-Ask teachers
- 4-Over look
- 5- Ask about meaning by demanding English paraphrase or synonym
- 6-Ask about Arabic equivalent
- 7-Ask about sentence showing Arabic usage
- 8- Group work
- 9-Dictionary

As cited in (Michael Mc Carthy,1990.p.125).

Thus it can be recognized that there was a different levels and techniques of acquiring vocabulary.

**Conclusion**

Learning vocabulary is not limited on acquiring a variety of words , that is why ;learners should select the appropriate VLS ,also they have to know all the word information.This , will help and encourage their learning in order to obtain a big amount of vocabularies.

## **Section Two: Dictionary As Supplementary**

### **Material**

**Introduction**

Vocabulary is important part in English language learning ,However it is very difficult to learn especially when there is no supplementary material to support this learning and identify unknown words or eliminate ambiguity .

Like Dictionary for example in classroom ,is considered as a supplementary material and handy tool that help to learn vocabulary ,because using supplementary material is to provide larners with concrete experiences and scaffolding of learning ,so this chapter investigates the dictionary use ,its importance with identifying its types and mentioning the main problems when practicing it .

**1.2.1 : Supplementary Material**

Supplementary material according to Garzon Pena ,Veronica Catalina ,Guaman &Sonia Karolina (2012) are concerned necessary part because learners in need to rely on some aids that can support their learning and reach their needs .The use of supplementary material that becomes more advantageous for both teachers and learners because using it can make classes more motivating and interesting when it is well selected and in the appropriate timing at the time of planning the lesson ,while teachers can choose and select from great variety of supplementary material like visual ,audio visual realia and others .(p.2).

**1.2.2 : Definition of Dictionary**

In the Dictionary etymology ,the origin of the word dictionary is Latin “Dictionarism “by French “Dictionaries” ,that’s mean “A book of sayings” .(Hartman,1992,p.5).as cited in (Al-Nouman.A.A,2013).

According to Zegusta (1971) definition of Dictionary :”It is systematically arrang 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 ,it is informed of the relevant facts concerning the function of that form in its community “.(p.179).

While Crystal (1981,p.108). Defined it as “A reference book that contains words arranged in alphabetical order “.

So dictionaries are resources that contains lists of words of language in alphabetical order and a helpful tool every learner can benefit from because it eliminate ambiguity and explains unknown information easily .

Definition of Dictionary according to Oxford Dictionary :”A book that contains a lists of the words in language in the order of the alphabet and that tells you what they mean , in the same or another language “. A book resource that contains all of words of such language ordering or ranging from A to Z with their meaning in the same language or the equivalent in a deferent language .

Also Longman Dictionary defines Dictionary as: “A book that gives a lists of words in alphabetical order and explains their meaning in the same language or another language “(p.432).

Which means a reference book that have a compilation of words ranging in the order of alphabets that provides information about origin pronunciation and its usage ,also gives the equivalentents in various languages .

Moreover, the definition of Merriam Webster to Dictionary is :”A reference source or print or electronic form containing words usually alphabetically arranged along with information about their forms ,pronunciation, functions, etymologies, meanings and idiomatic uses “.

This supplementary material considered as a paper or electronic resource listing words and their meaning in alphabetical order and showing their equivalentents with providing information about etymology pronunciation and idiomatic uses

### 1.2.3 : Studies of Dictionary Use

The most of empirical user studies of dictionary use have been studied in the last three decades (Cote Gonzales & Tejedor Martinez ,2001). Also Nation (2001) presented an overview about several studies of Dictionary use by second language learners .Some of researchers concentrated on the use of dictionaries when reading because it may help in learning new vocabulary .(Gu & Johnson,1996 ;;Hulstijin, Hollander & Greidanus, 1996 ;Knight ,1994;Lupescu &Day 1993).

In Knight's (1994),he concentrated on students who used Dictionaries while reading two texts remembered more words meanings and words equivalents rather than learners who did not look up words , so this studies did not found that this strategy , using dictionaries are effective for reading .

However Bensoussan ,Sim and Wiess(1983) said that they did not find an important correlation between Dictionary use and reading comprehension in research using three various Dictionary conditions Monolingual ,Bilingual and no dictionary .

While other researchers looked at dictionary use in writing like:(Christian,1997;Harvey & Yuill,1997;Miller,2006). In one of this studies Dictionary use was found to improve and confirm the utilize of vocabulary in writing (Miller,2006).

Thus the shifting English learners used the grammatical information given about words in dictionary entries to proper use them.

Harvey and Yuill in (1997) summarized that students use this learning strategy to provide them and reach them with information about spellings or meanings and about other categories of information including syntactic ,synonymic and collocation were used to much lesser extent ,most of researchers concentrated about learners awareness of the necessity of collocation and understanding the difficulties often encountered with meanings , they suggested dictionaries create and draw attention to these areas within dictionary entries

**1.2.4 : Dictionary Look Up Strategy**

Dictionary use is essential in language learning and popular among L2 learners (Ahmed 1989 ; Gu and Johnson 1996;Scmitt 2000;Segler ; Pain and Sorace 2002 ;Fan 2003).Also Miller and Gildea (1985) said that looking up words using a dictionary is a complex skill which few learners truly master .Thus dictionary use is very important in learning new vocabulary and useful among L2 students because they are learning a second language means they are in need to use dictionaries to know new words and look for the equivalents to have and to learn new meanings .

However using a dictionary is a very difficult skill or activity for poor students ,because they don't know how to utilize it whereas intelligent student truly master this strategy .In this case students must choose ambiguous words looking up correctly using this handy tool to find the words distill from the definition the appropriate and worthwhile information , then select the main definition to finish the sentence (Schofield 1999,Hartman and James 1998).This leads to that learners should be proficient to understand the content of the entry and know dictionary's terminology and conventions to efficiently take the information (Tono 1991).While most of student do not have any idea about dictionary use they may read and take only the first definition of unknown words .

**1.2.5 : .Dictionary Use**

While checking the meaning of ambiguous words from context or various strategies ,Dictionary use is considered as a useful handy tool to comprehend and learn new information about words .According to Landau (1984) Dictionaries are books that contain lists of words in alphabetical order with description of their meaning .(p.29). which means group of words ranging from A to Z with their explanation .

In the study of Knight (1994) showed that using dictionary when reading developed vocabulary learning and reading comprehension as opposite of guessing from context .As cited in (Training dictionary use ,Anna Poussi ).

Dictionaries are the essential source for getting information about words in a language (Walz ,1990 ,79-94 ).

While Kaivanpanah and Alvi's (2008,77-95).in their study of dictionary use they made sure that learners inferences for the explanation of unknown words are not usually correct .Thus the agreements of the study of dictionary use demanded that teachers must motivate students to practice and use dictionary to check the meaning of new and ambiguous words in a given context .

Besides Hayati anf Fattah Zadh (2006,125-134).Suggest that students using dictionary to verify the meaning of new words to make sure that their predictions are accurate relied on the contextual information.

It can be recognized that most of researchers in the previous statement agree to encourage learners to use Dictionary to confirm Their guessing and to be sure about unknown words.

### **1.2.6 : Types of Dictionaries**

#### **1 : Bilingual Dictionary**

##### **A : Definition of Bilingual Dictionary**

“The basic purpose of a bilingual dictionary according to Zegusta (1971,294) is to coordinate with the lexical units of another language which are equivalent in their meanings”.As cited in (Al-Kasimi ,1983;3) Besides to Hartman (2003,71-72): Bilingual dictionary is more useful and beneficial ,First it attract a huge number of people into contact with the given cultural patterns in a second language in question, so it develops the number of people for whose activities ,the development of national standard form is necessary .

Secondly ,this type of dictionary can more influence to remove any (in most issues caused by looking terminology) .For example :An engineer or a teacher who recognize the technical terms of his field of interest very good ,he will simply find or figure out the important expressions or the equivalent in such type .

Thus ,it can be said that a bilingual Dictionary tries to help the learners to understand and get the meaning easily ,especially when they know well the technical terms of using it.

Moreover ,the Dictionary of Lexicography defines a Bilingual Dictionary as :“ A type of Dictionary which relates the vocabularies of two languages together by means of translation equivalents “ .(Hartman,2002,14).

While Piotrowski (1989) said that : “A Bilingual Dictionary can never be adequate in description of meaning entities ,because the entities are language specific and the second language equivalent will be related to different entities that that the first language item “.(p.74).

So this approach ,has advantages as well as disadvantages ,because it is not usually possible to get an equivalent of vocabulary in different languages with another culture .And this can be convinced by Hunt (1996) in his view about bilingual Dictionary “A necessary but limited tool “ . (p.15).

Whereas Laufer and Hadar (1997,189),bilingual Dictionary can not offer a good English context, they encourage a naïve opinion of language and they should discourage learners to practice them as an instrument for-ward –for-ward translation .

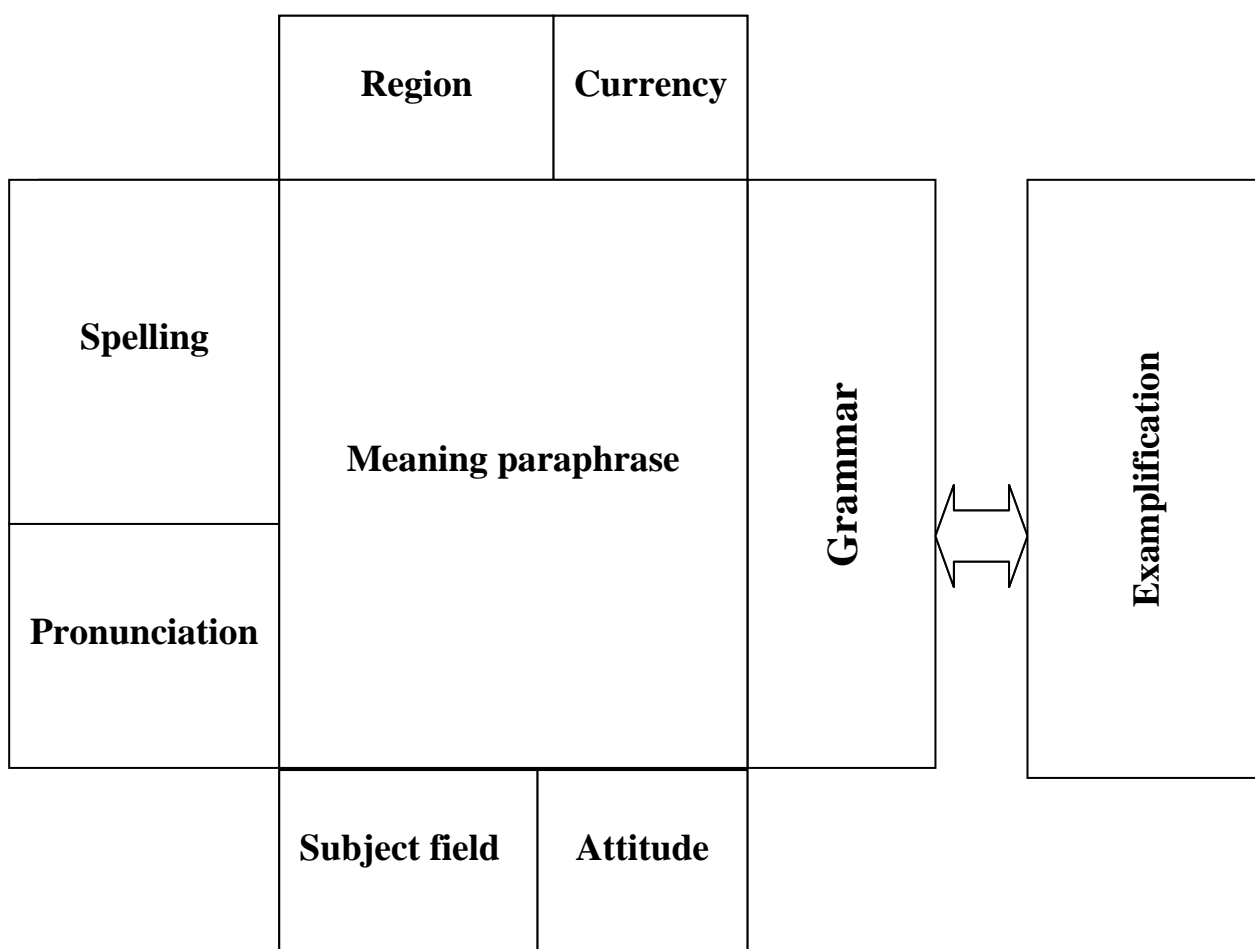
The authors above reinforced the use of Bilingual Dictionary because learners make errors because of the lack to be aware of knowing about context or culture missing in Bilingual Dictionaries .

## **2 : Monolingual Dictionary**

Hartman (2002) defined Monolingual Dictionary as:” A type of reference work in which the words of a language are explained by means of the same language “. (p.95).

In addition Hunt (1996,15-27). Claimed that the effort used while the student practicing Monolingual Dictionary can be helpful in need of remembering a word ,so it may enhance retention .As cited in( Matej Lukac ,2011).

Some features illustrate in the diagram below from Stein (2002,p21). Of Monolingual Dictionary.



This components are considered as the backbone of any entry of EFL Monolingual Dictionary.

**3 : Bilingualized Dictionary**

According to Raudaskoski (2002) points out that Bilingualized Dictionary includes the L2 explanation and examples of the Monolingual Dictionary and the simple use to L1 similarities of the Bilingual Dictionary .In which the equivalents are called” Keys “.This type of Dictionary considered as all in one as key to the necessity of learner’s dictionary use .(p.2).As cited in (Abbas Ali Zerei,2009).

### **1.2.7 : Problems of Dictionary Use**

Learners of second Language may face different difficulties while using Dictionaries due many reasons .

In a study made by Nesi and Hail(2002) they figured out in their research of dictionary use some errors which are the difficulty in finding the correct entry ,also not found all the definitions of words in dictionaries and didn’t know the word class of the looked word . One of the results was taking the first explanation of unknown words even it was not acceptable and appropriate in the context .(p.282-283).

In addition Nesi and Hail (2002) ,state that these problems “Were largely due to the subject lack of dictionary using skill “(p.288).

Thus ,it can be said that ,this mistakes and errors occurs because of the lack of training on Dictionary .

Besides Stein (2002,31), indicated that learners may face difficulties during dictionary use ,that unable them to find more information ,she presented some causes :

a: A completely completely lack of knowledge about what dictionary information present and how it is given.

B: Lack of look up Dictionary strategy .

C :Learners double check because of the absence of awareness about command of the language .

D: Deficiencies selecting the appropriate meaning .

E :Inexperience to the grammatical system used .

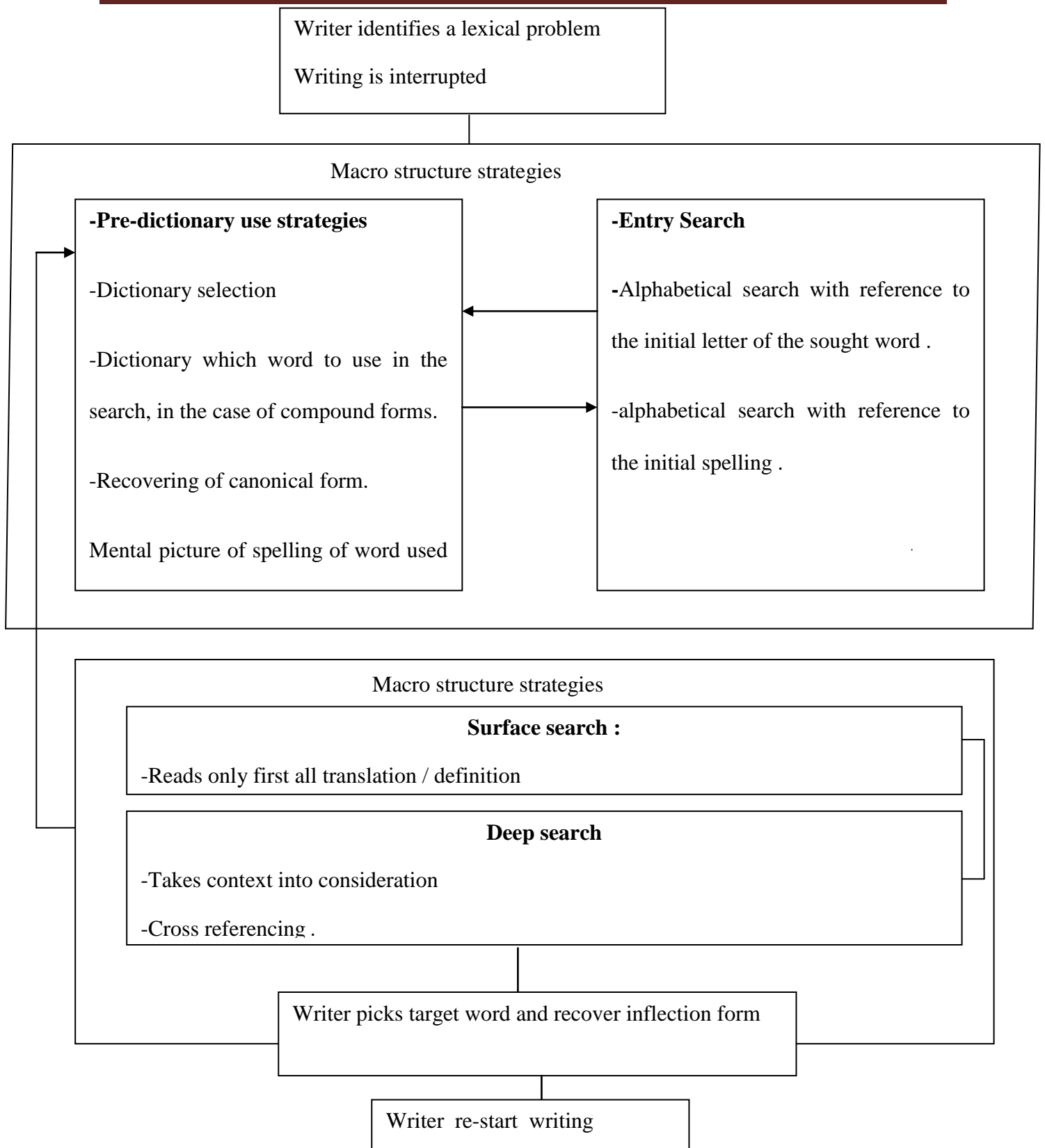
### **1.2.8 : Steps of Looking Up Word**

A work modified by Schofield dealing with Dictionary use was devised by Garcia (2005):

It contained the following :

- 1-To get back the canonical from the inflected word .
- 2-Choose the importance and the best Dictionary ( Monolingual , Bilingual).
- 3-Looking for the given word in the alphabetical list .
- 4-Revising all the meaning or definitions in the entry page the looking word before employ it .
- 5-Reading the examples, collocation and style to take the appropriate word to be used in the context .
- 6-When the word is looked in Bilingual cross referencing and when it is in Monolingual double check the translation.
- 7-Increasing any inflection that were ignored during the research .

This steps are better illustrated in the figure below :



**Figure1.2.2** : Strategies Employed During Dictionary Search. Source :Garcia (2005)

University of Essex.

**Conclusion**

According to what is mentioned ;it can be said that dictionaries can teach ,train ,educate. So it is very important supplementary material in learning vocabularies . Dictionaries was an ancient strategy applied in order to learn words ,to find the explanation of unknown word , to look for its spelling, pronunciation, and all the word information. And this can be happen if the user have the skill of looking-up strategy which will increase the use of this tool and make it enjoyable for vocabulary learning.

## **Chapter Two: Analyses and Discussion of Student's Questionnaire**

**Introduction**

This chapter or this part of research deals with the practical part of this investigation. It contains the methodological approach, the research design, the sample Population and the instruments of the research that were applied in order to collect information or data. In addition the analysis and the interpretation of the founded data is presented along side the results and the finding .Lastly, some recommendations.

**2.1 : Research Design and Methodology**

For controlling or directing reliable any scientific research, investigators must choose an adequate research method in order to obtain results or finding. In this study, the researchers decided to work with the descriptive method, because it seems to be the best appropriate one while Burns ,and Grove(2001)said that " descriptive design helps to identify problem in accurate practice with a view to improve outcomes " (p .248).

In this study , quantitative tools were used . for the quantitative data , the questionnaire was chosen. Because this design gave the researchers a measurable information , and it looks to be the most appropriate for this investigation in order to have the best answer to the research question.

**2.2 : Population and Sampling**

Second year students at EL MOKADEM ABD EL RAHMEN BEN SALLEM secondary school are the sample population of this research .the investigation includes thirty foreign language students studying in the mentioned before school, who are enrolled in the academic year 2017/2018, that researchers picked in order to have a real data.

**2.3 : Research Instruments**

In order to have secure an trusty answers to research question ,the investigators applied one of the research instruments such as questionnaire, to look into and examine their point of views considering the significance of dictionaries as supplementary material in learning

vocabulary ;and for gathering data about how to use it and if it is a need tool to recognize the meaning of unknown word.

#### **2.4: Students Questionnaires**

Questionnaires are defined by Seliger and Shohamy (1989) as "printed forms for data collection , which a subject is expected to respond anonymously ".(p.172 ).The researchers used two types of questions, which are the close ended questions , where the students was asked to take the most appropriate answer for them .and this type of question , in some cases was followed by the second type, which is open ended question, in order to get a wide range of answers and to have new insights. The questionnaire was given to thirty second year students of foreign languages at EL MOKADEM ABD EL RAHMEN BEN SALLEM secondary school in BOUHADJAR.

It consists of thirteen questions that were recognized in three sections.

**-Section One:** ( Question 1 to 5) An Over View on Using Dictionary.

The first set of questions were asked about dictionary use (Question 2 ) ,including the word information they look for (Question 2 ).The question three (3) four (4) and five (5) were asked about getting information for the rapidness of finding the unknown word an if they use dictionary only in reading section or for learning English language in class.

**-Section Two:** ( Question 6 to 9 ) An Over View on Student's Opinion .

The second section seeks to get the students' opinions about how much they like a book dictionary ( Question 6 ) containing the knowledge of using it (Question 7 ), also if they use it comfortably ( Question 8 ) and is it useful or not? ( Question 9 ).

**-Section Three:** (Question 10 to 13 ) An Over View About Dictionary Skill.

This part of the questionnaires the students were asked in order to investigate if they are needed for more training in the future about using dictionaries ( Question 10 ) or they have enough training on how to use it ( Question 11 ) . while questions twelve ( 12 ) thirteen

( 13 ) was to figure out which type they prefer to apply and how often they use it with justification.

**2.5 : Data Analyses and Interpretation**

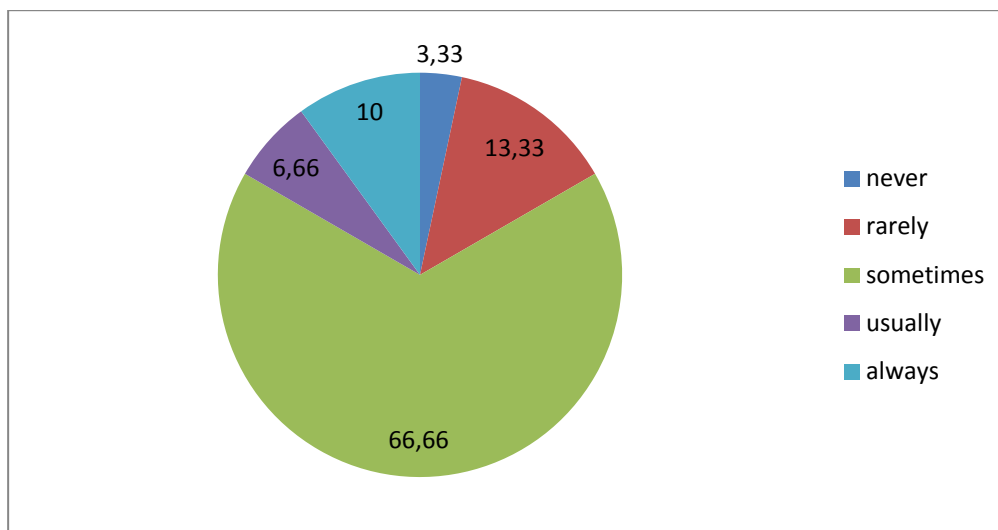
**Student’s Questionnaires :**

**Section One : An Over View on Using Dictionary .**

**Question 1 : Looking Up Words Using a Book Dictionary.**

<b>Response</b>	<b>Participation</b>	<b>Percentage</b>
Never	1	3,33%
Rarely	4	13,33%
Sometimes	20	66,66%
Usually	2	6,66%
Always	3	10%

**Table 2.1 : Student’s Using of Dictionary**



**Figure : 2.1 Students Using of Dictionary .**

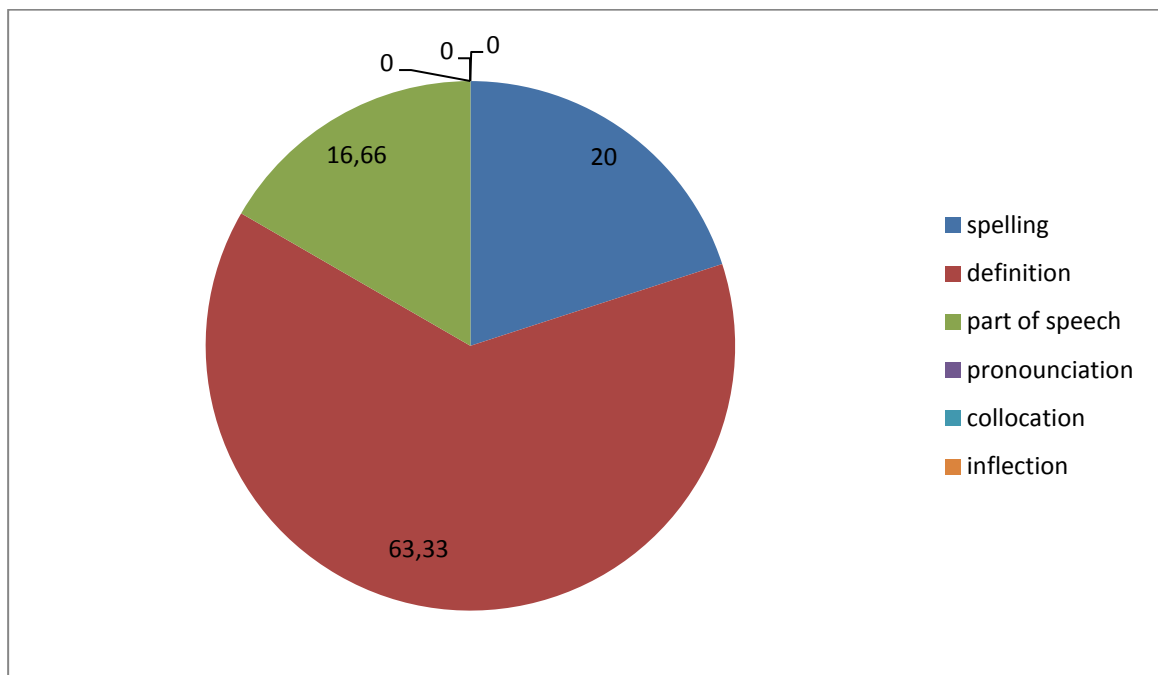
The results show that most of the students use dictionary sometimes ( 66,66 % ) and only one student said that he never use dictionary , while four of them rarely use it , and for usually not more than two , when three declare that they use it always .the students of the

highest percentage use dictionary to have an explanation for unknown words because it seems to be the best appropriate tool.

**Question 2: Word Information They Look For in Dictionary.**

Response	Participation	Percentage
Spelling	6	20 %
Definition	19	63,33%
Part of speech	5	16,66%
Pronunciation	0	00 %
Collocation	0	00 %
Inflection	0	00 %

**Table2. 2: The Word Information The Student Look For**



**Figure 2.2 : The Word Information The Student Look For .**

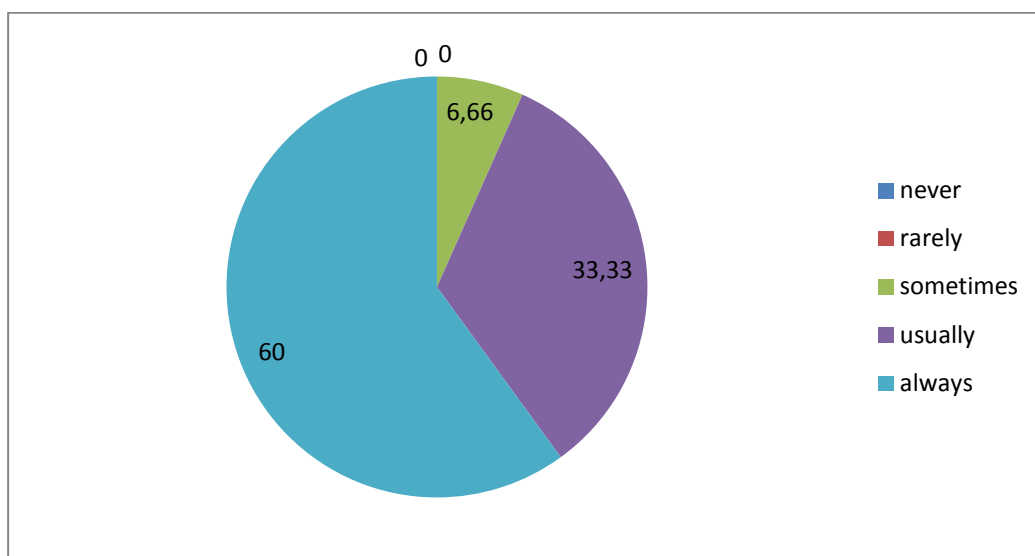
Most of the informants ( 63,33 % ) use dictionaries to look for definition , while only (20 % ) said that they want to know how to write a word , and just ( 16,66 % ) apply it to

figure out the part of speech . because students in this stage need to know the explanation and the spelling of words more than any part of word information.

**Question 3 : How Much Students Rapid in Finding Words .**

<b>Response</b>	<b>Participation</b>	<b>Percentage</b>
Never	0	00 %
Rarely	0	00 %
Sometimes	2	6 ,66%
Usually	10	33 ,33 %
Always	18	60 %

**Table 2.3: Rapidness of Finding Unknown Word .**

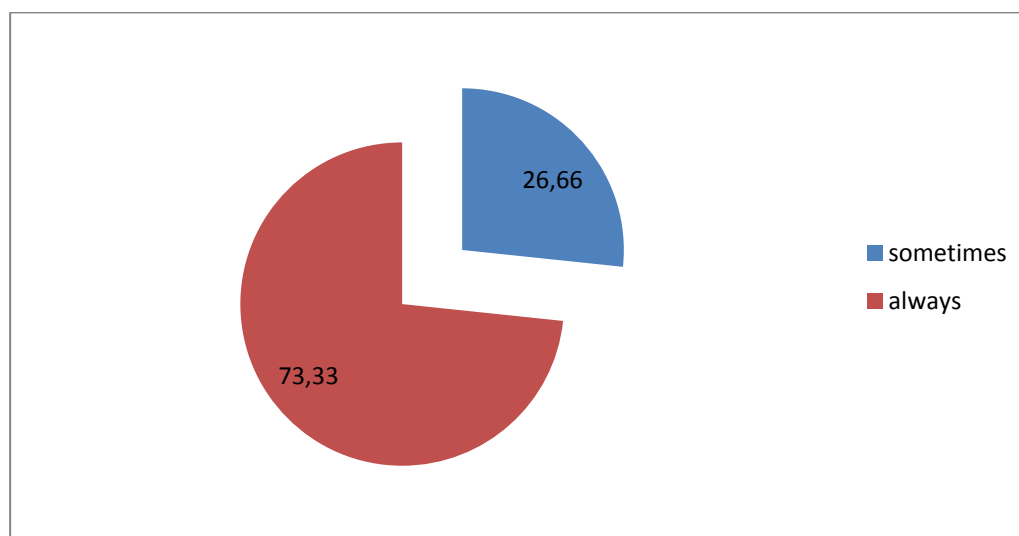


**Figure 2.3 : Rapidness of Finding Unknown Word .**

Eighteen respondents ( 60 % ) all the time find the words fastly and easily , while two (6,66 ) of them can not find the answer just sometimes because time is not enough to search comfortably ,and the rest usually did .the reason is that, the repeated use of dictionary .

**Question 4 : Do Students Use Dictionary Only in Reading Section ?**

Response	Participation	Percentage
Always	22	73,33 %
Sometimes	08	26,66 %

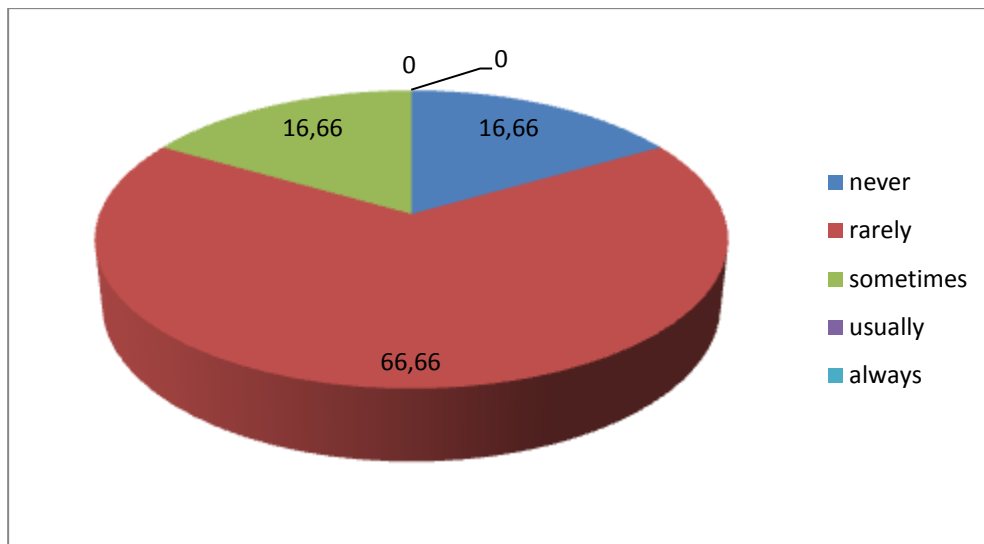
**Table 2.4: Using Dictionary in Reading Section .****Figure 2.4 : Using Dictionary in Reading Section .**

This results show that most of the informants most of their time use dictionary only in reading ( 73,33 % ) , while the rest use it few times ( 26, 66 % ) ,because they are asked to prepare reading section , more than any section

**Question 5 : Do Students Use Dictionary in Learning English Language in Class ?**

Response	Participation	Percentage
Never	5	16 , 66 %
Rarely	20	66 , 66 %
Sometimes	5	16 , 66 %
Usually	00	00 %
Always	00	00 %

**Table 2. 5 : Using dictionary in learning English language.**



**Figure 2.5 : Using dictionary in learning English language .**

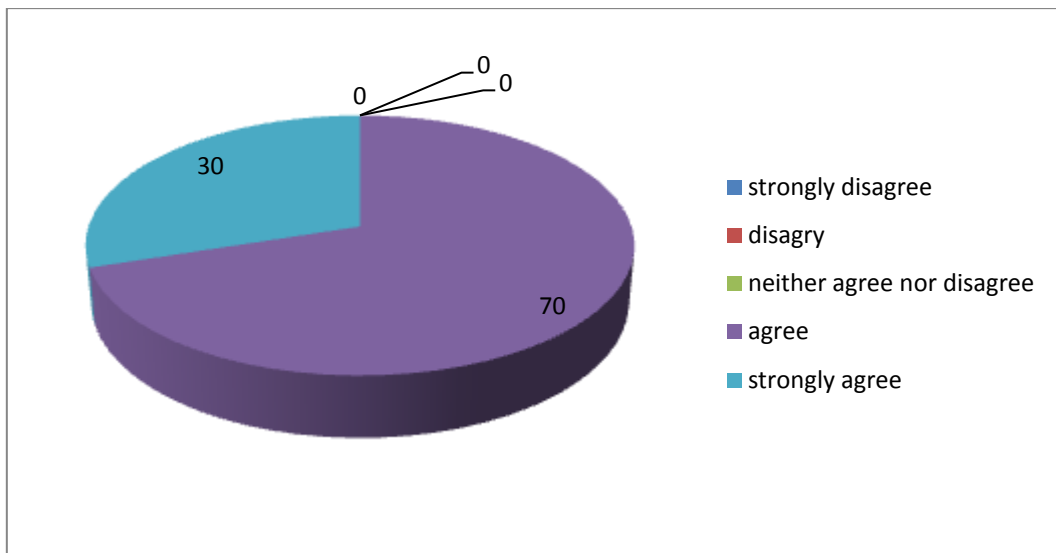
This statistics show that ( 66 , 66 % ) rarely use dictionary in learning English language , and the rest of them divided into never and sometimes. Because dictionaries can not help them in all sections because they need for teachers ' explanation in some cases .

### **SECTION Two : An Over View on Student's Opinion .**

#### **Question 6 : Student's View About Loving Dictionary**

<b>Response</b>	<b>Participation</b>	<b>Percentage</b>
Strongly disagree	0	00 %
Disagree	0	00 %
Neither agree nor disagree	0	00 %
agree	21	70 %
Strongly agree	9	30 %

**Table 2.6: Opinion of liking a Book Dictionary .**



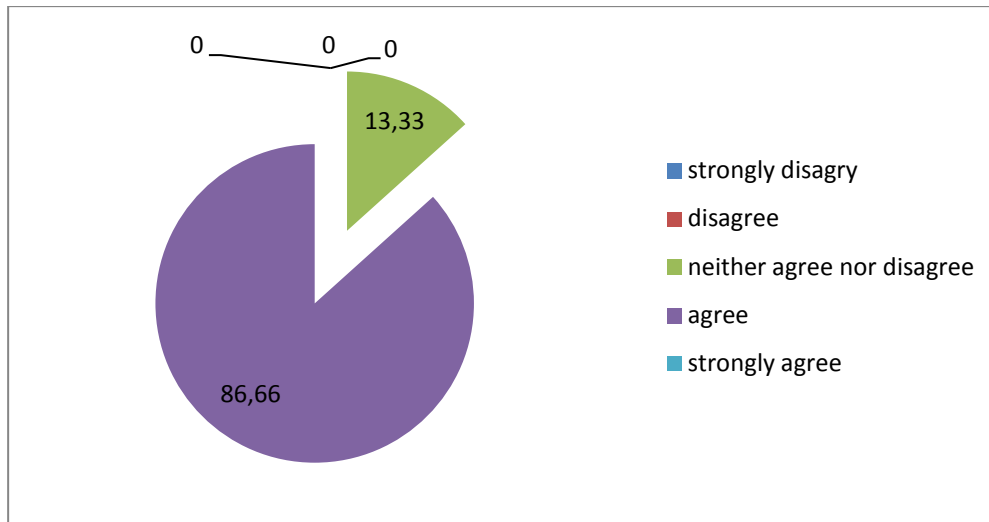
**Figure 2.6: Opinion of liking a Book Dictionary .**

Most of the students agree on liking to use book dictionary (70 % ) while the rest of them strongly agree (30 % ), so it seems that this tool is the best and the easiest one in finding new vocabulary .

**Question 7: Do Students Know How to Use Dictionary.**

Response	Participation	Percentage
Strongly disagree	00	00 %
Disagree	00	00 %
Neither agree nor disagree	04	13.33%
Agree	26	86 , 66 %
Strongly Agree	00	00 %

**Table2.7: Knowing Dictionary Strategy .**



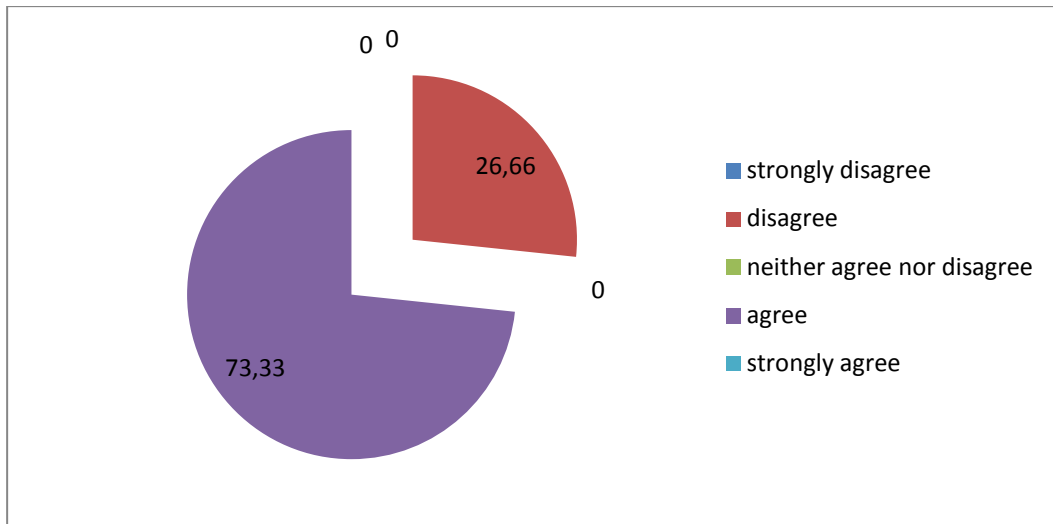
**Figure 2.7 : Knowing Dictionary Strategy .**

The statistics in the table shows that most of the informants ( 86 , 66 % ) know how to use dictionary , and only four of them are not sure about their looking up strategy . students declare about their well knowledge about dictionary strategy .

**Question 8 : Are Students Comfortable in Using Dictionary .**

Response	Participation	Percentage
Strongly disagree	00	00 %
Disagree	08	26 , 66 %
Neither agree nor disagree	00	00 %
Agree	22	73 , 33 %
Strongly agree	00	00 %

**Table 2.8: Comfortableness of Using Dictionary .**



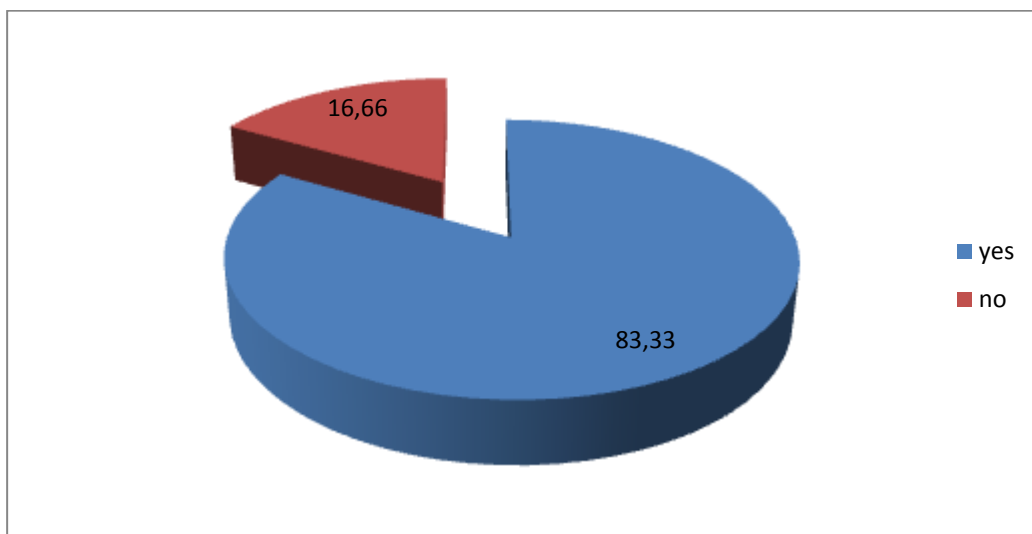
**Figure 2.8 : Comfortableness of Using Dictionary .**

This results show that (73 , 33 % ) feel relax , because they recognize how to apply it. However, ( 26 , 66 % ) are not ,because they do not know.

**Question 9 : If The Book Dictionary is Useful or Not ?**

Response	Participation	Percentage
Yes	25	83, 33 %
No	05	16 , 66 %

**Table 2.9 : Student’s Views on The Usefulness of Dictionary .**



**Figure 2.9 : Student’s Views on The Usefulness of Dictionary .**

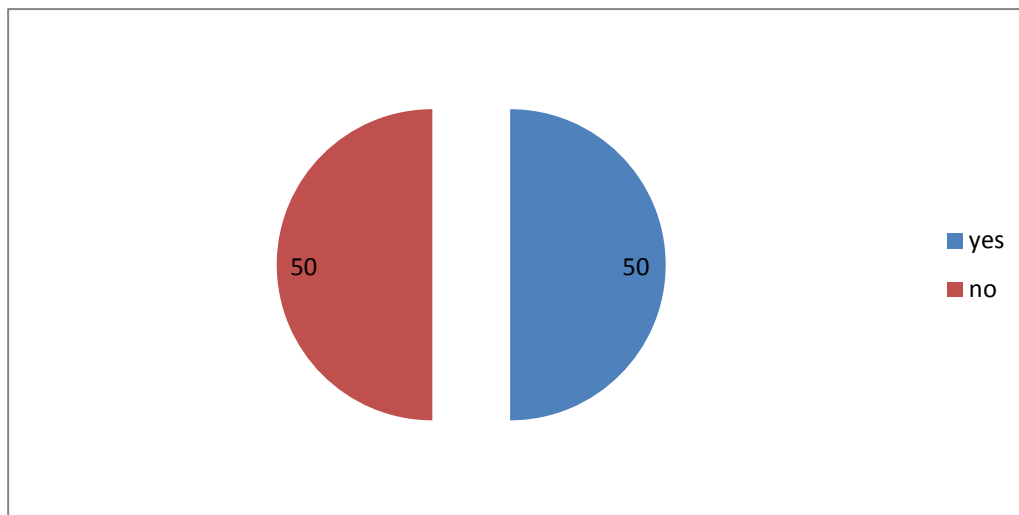
Most the informants confirm that dictionary is useful material . as a result the dictionary strategy should be taught in class room

### SECTION Three: An Over View About Dictionary Skill.

**Question 10 : Are Students in Need For More Training of Using Dictionary in The Future ?**

Response	Participants	Percentage
Yes	15	50 %
No	15	50 %

**Table2.10 : The Training of Using Dictionary in The Future**



**Figure 2.10 The Training of Using Dictionary in The Future.**

The gathered information reveals that half of the students are not in need for the training (50 % ) , while the others said that they are absolutely need this training .as a result , it must be enough time for teaching looking-up strategy .

**Question 11 :I Think I Have Enough Training on How to Use Dictionary .**

Response	Participants	Percentage
Yes	20	66 , 66 %
No	10	33 , 33 %

**Table 2. 11 : I Think I Have Enough Training on How to Use Dictionary .**

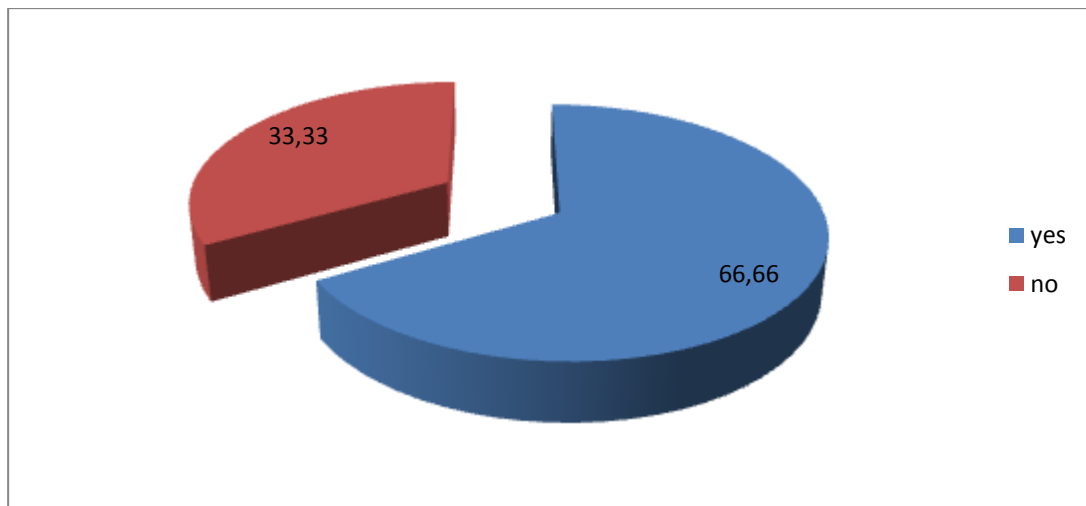


Figure 2.11 : I Think I Have Enough Training on The Use of Dictionary .

This statistics shows that the majority of informants ( 66 , 66 %) do agree that they completely know the dictionary skill , as a result of the daily use , they learn how to use it .

**Question 12 :Which Type of Dictionaries Do You Prefer to Use ?**

Response	Participation	Percentage
Monolingual	30	100 %
Bilingual	00	00 %
Bilingualized	00	00 %

Table 2.12: Choosing Dictionary Type to Use .

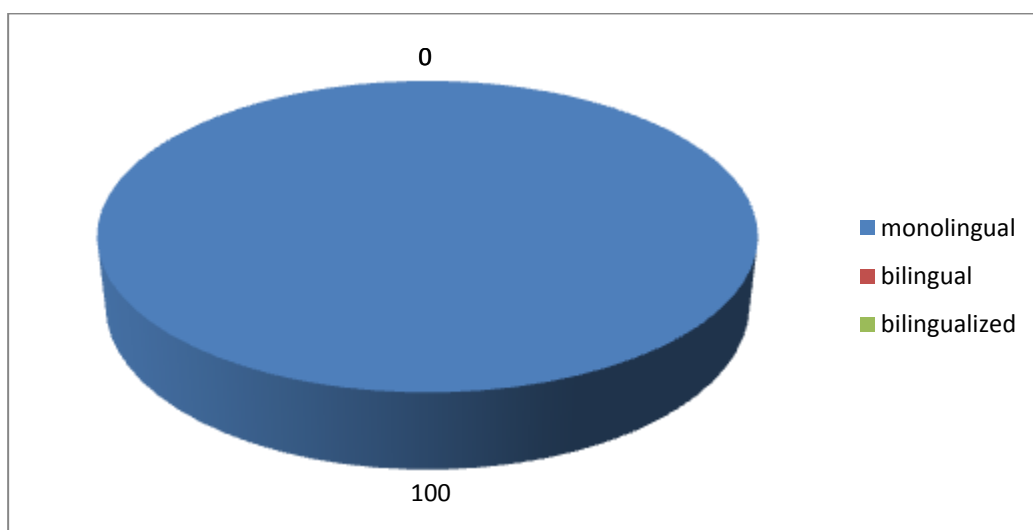


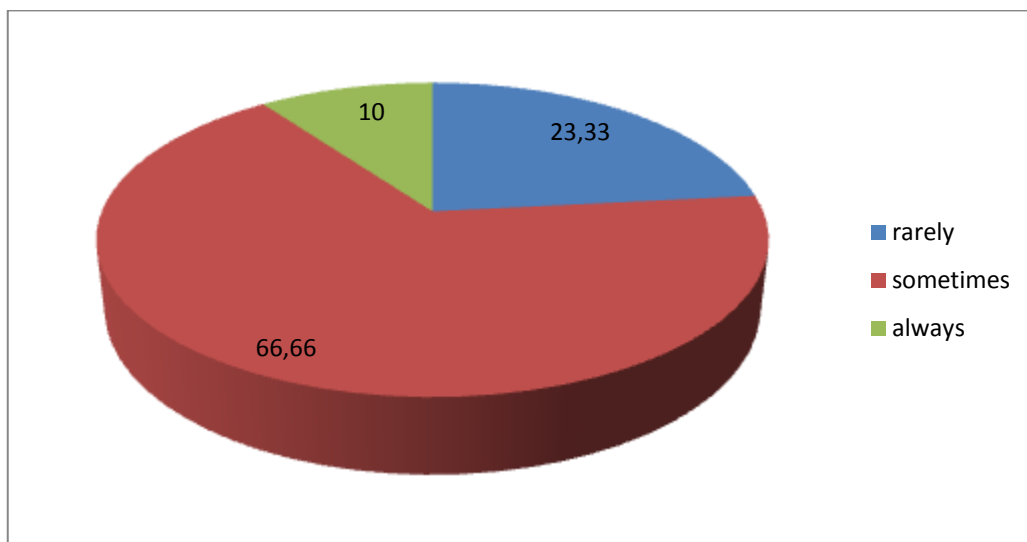
Figure 2.12 : Choosing Dictionary Type to Use

All the students prefer to use monolingual dictionaries , because they totally believe on the usefulness of this type and its value in figuring out the definition of unknown words plus all the word information .

**Question 13 : How Often Do You Use Dictionary in Class Room ?**

<b>Response</b>	<b>Participation</b>	<b>Percentage</b>
Rarely	07	23 , 33 %
Sometimes	20	66 , 66 %
Always	03	10 %

**Table 2.13: How Often Do You Use Dictionary in Class Room ?**



**Figure 2.13 : How Often Do You Use Dictionary in Class Room ?**

Most of the students use dictionary for the most of their time ( 66 , 66 % ) while ( 23 ,33 ) said that they depend always on dictionary in the study , and only ( 10 % ) rarely use, because it is waist of time .

### 2.6 Discussion of the Result

Some discoveries are revealed from the various answers collected from the questionnaires given to students, and their implementation of dictionary use for learning vocabulary .

Lack of looking-up strategy , lack of time , lack of comfortableness in using dictionary , are the most known problems that some students face while using this learning aid ,that is mean ,students are uncomfortable due to this issues as showed in table (8) ,this is why students can not find the unknown words .In other words students consider dictionaries as a waist of time .Whereas the majority of them are not stressed in using dictionary because they are aware about dictionary skill due to the daily use i.e those problems do not belong to all the participants .In table (9) it is founded that the highest number of students confirm the usefulness of this technique, from this it is clear that they are conscious about its benefits and advantages , also if they use it in a correct way they will master a big amount of new vocabularies and build their own knowledge as well as being confident at all .

As a result , and from the analyses of student' s questionnaires it is clear that our hypotheses concerning the investigating of using dictionary as supplementary material in learning vocabulary are in the right way .

### Conclusion

The practical part of this research has given a big attention to the effectiveness of dictionaries in learning vocabulary . The research instruments was described and the results was interpreted to come up with reliable results.

# **Chapter Three: Suggestions and Recommendations**

### 3.1 : Findings and Recommendations

This study aimed to shed the light on the importance of using dictionary in learning vocabulary which considered as a handy tool to ameliorate student's vocabulary knowledge.

For the purpose of investigating our objective, questionnaires are given to students of secondary school of Abd el Rahmen ben Sallem . From the theoretical part and the analyses of questionnaires, the results are as follows :

- Dictionaries are important supplementary material in learning vocabulary .
- Learners are supporting using dictionary in class room .
- Some students are not comfortable in using dictionary .
- Students consider this tool as waist of time .
- The majority of the students know how to applicate it .
- Dictionaries leads the students to be independent from the guidance of their teachers , and guessing meaning from context .
- Most of students use dictionary to look up for the definition .
- Usually students use this learning aid in reading section because in other section they need teacher's explanation.
- Students prefer monolingual dictionary .

The present studied research shed the light on the importance of dictionaries in vocabulary learning. and the results founded strongly confirmed that students need this supplementary material as learning strategy .

On the basis of this results , some recommendations on how can dictionaries be an effective tool in learning EFL vocabulary and another supplementary materials to be used .

-Referring to the students' answers in the survey , half of them are not sure about their skill in using dictionary , for this reason : it is recommended to teach or to show them how to use this supplementary material .

-Students should have enough time to use dictionary , because it can motivate them to participate in learning process .

-It is obvious that dictionary training can help students to remember words in the future, also they have great place in writing and oral skill , that is why teachers should motivate their students to use it and to use it correctly.

-Teachers should prepare activities that gives the students the opportunity to experience the deferent factors of dictionary's entry.

-If the students practice them in their academic life they will master the skill and this will transform in an intelligent way.

-Students must have an idea on the various types of dictionaries in order to choose which one will serve them.

In addition, there are deferent types of supplementary materials can be used in teaching and learning process, such as:

A . Games: can help them in learning a big amount of vocabulary for example( e.g.) : puzzle of cross word , word search ... ets.

B . Stories: teachers can make groups and ask the students to write story, this can help them in building relationships and know a deferent synonyms of words .

C . Pictures : this supplementary material can motivate students in remembering words ,colors ,shapes ..... eg :the word banana ,students learn the word and the color.

D . videos. : enhance the students to develop their ability to talk and to learn new words of new language .

E . Electronic dictionary : this is the most rapid one in knowing the definition , the synonyms as well as the translations and collocations of unknown words , and help them while writing section.

**3.2 : Activity of Dictionary Use**

Teachers in classrooms need some activities and exercises to support their teaching and to see whether their learners were understood the lesson or not ,they use this strategy to help learners to understand well ,for example the activity below is about dictionary use to see how learners use dictionary and what are the main steps that were be taken to look for the meaning of unknown words.

**Activity1:**

Observe the sample dictionary page, then check out the number of meanings and parts of speech of the underlined words used in the sentences below, relying on the dictionary entries :take the appropriate answers for each item.

- Jam (jam)-V.            1-squeeze into a tight position.  
                                  2- To apply suddenly.  
                                  3- To fill to excess or cram.  
                                  n-1-A crush of things in a limited space .  
                                  2- A troublesome situation .
- Jam (jam)n            - A preserve made with boiled whole fruit and sugar .
- Jolt (jolt)-V            -1-To shake or bump sharply .  
                                  2-To move in a bumpy way .  
                                  n-1- A sudden bump .  
                                  2- Something that comes a chock or surprise
- Man-u-al (man'yoyal) adj            1- Done by using the hands .  
                                  2- Using human beings rather than machines .  
                                  n-1 A guide book or reference book .  
                                  2- A key book of an organ played with the bands .
- Observe (abzùrv') –V.            1-To watch.

2- To make comment or remark.

3-To celebrate .

4- To follow stated rules or practices .

Prompt(prompt) adj

1- On time .

2- Done performed or sent without delay .

V-1- To urge someone to some actions .

2-To inspire or encourage .

3- To assist by supplying a forgotten word a cue ,or another reminder .

**Choose the best answer to each item :**

1-The news what he had won the prize was a real jolt to Martin.

a-v-1

b-v-2

c-n-1

d-n-2

2- The manual work they did left their trends turning.

a-adj-1

b-v-2

c-n1

d-n-2 .

3-He planned to observe mother's birthday by taking her out to dinner tomorrow .

a-v-1

b-v-2

c-v-3

d-v-4

4-The science students checked their manuals to make sure they were doing the experiment correctly .

a-adj-1

b-adj-2

c-n-1

d-n-2

5- She prompted the actor when he could not remember what he was want to say next .

a-adj-1

b-adj-2

c-v-2

d-v-3

6-Steve was so late ,I knew he must be stuck in a traffic jam.

a-jam-v1

b- jam1-v3

c-jam1-n1

d-jam1-v2

**Conclusion:**

Learners should prepare their lessons before ,and be active learners not passive or transmissive learners ,only relying on what teachers going to give them about such lessons and should practice some exercises in classrooms or at home in order to have brain storming also being knowledgeable students.

# **General Conclusion**

## **General Conclusion**

This dissertation has investigated the use of dictionaries as supplementary tool for learning vocabulary .The research have tried to investigate if dictionaries can be an effective instruments to motivate students to learn a big amount of words . The aim of this research was to verify the usefulness of dictionaries as a mean of teaching and learning vocabulary in EFL class room , and to show the significance of applicating them in both processes . The data gathered from the research instruments used in this investigation assure the positive influence that this supplementary material have on learning vocabulary development , and this powerfully confirm the big relation ship between dictionaries and vocabulary learning .

Dictionaries are one of the most important supplementary material , which according to many researchers and teachers , considered as discovery strategy . The collected data have been interpreted to have a reliable results that confirm the truthfulness of hypothesis which stated that dictionaries are important tool for any learner to learn new vocabulary . furthermore, depending on the current study , facts showed that the implementation of dictionary is important element in minimizing problems related to learn second language ( SL) vocabulary .Both teachers and learners wish having dictionaries as a learning theory ;from this idea , others can take it as research center .

# References

## References

- Abbas, A.Z. (2009) .*The effect of monolingual ,bilingual , and bilingualized dictionaries on Vocabulary comprehension and production* . Retrieved from :  
w.w.w. Research gate .net /publication/312472205.
- Ahmed , M.O.(1989) . *Vocabulary learning strategies* .In P.Meara. (Ed.):Beyond words  
London :British Association for applied linguistic I Center for information on  
Language teaching and research .
- Ahmed ,G.S.(2013). Monolingual and bilingual dictionaries as effective tools of  
management of English language education .*Theory and practice in language  
studies*, 3(10) .p.p. 1744-1755.Doi:10.43/TPLs.3.10.1744-1755
- AlKassimi ,A.M.(1983).*Linguistics and bilingual dictionaries* . Netherlands .E J Brill  
Leiden.
- AL Nauman ,A.A.(2013).Monolingual and bilingual dictionaries as effective tools of  
management of English language education .*Theory and practice in language  
studies*, 3(10).p.p.1744-1755.Doi:10.4304/TPLs.3.10.1744-1755
- Bensoussan , M.,Sim,D.&Weiss,R.(1983).The effect of dictionary usage on EFLtest  
perfor- mence compered with student and teacher attitudes and expectations  
. *Reading in a foreign language*,2, 262-276 .
- Brown,H.D.(2000). *Principals of language learning and teaching*. (4<sup>th</sup> ed).  
Longm an : Library of Congress Catalog Wing in publication data .USB.
- Bullon , S. (Ed.) . (1997) .*Longman dictionary of contemporary English* (3<sup>rd</sup> ed ) .Essex  
: Pearson Longman .
- Burns ,J .& Grove , N. (2001) . *Understanding research* .Cambridge : Cambridge  
University Press .

- Carter , R . & Mc Carthy , M.(1988) .*Vocabulary and language teaching* .London : Longman.
- Cate Gonzalez , M.,&Tejedor Martinez , C.(2011) .The effect of dictionary training in the Teaching of English as a foreign language .*Revista Alicanentina de Estudios Ingless*, 24,31-52.
- Christianson , K. (1997) .Dictionary use by EFLwriters :what really happens ?*Journal of second language writing* , 6,23-43.
- Cohen ,A.D. & Macaro , E. (2007) .*Language learner strategies* .Oxford : University Press . Crystal , D.(1981).*The ideal dictionary , lexicographer and user* Combridge: Combridge University Press.
- Harvey , K.,&Yuill,D.(1997). A study of the use of monolingual pedagogical dictionary by learners of English engaged in writing .*Applied linguistic* ,18 , 253-278.
- Hayatti , M., &Fattah Zadh,A.(2006). The effevt of monolingual and bilingual dictionaries on Vocabulary recall and retention of EFL learners .*The reading motorize* ,6(2),125-134.
- Horenby , A.S.(Ed.).(2013). *Oxford advanced learners dictionary* (8<sup>th</sup> ed.). England : Oxford University Press .
- Hunt , A. (1996) .”Evaluating bilingual and monolingual dictionaries for L2 learners “.*kansai Gadai University Journal of Inquiry and Research* .(p.p.15-27).
- Gu,P.Y.,& Jhonson , R.K.(1996).Vocabulary learning strategies and learning out comes. *Language learning* ,46(4),643-679.
- Kamil ,M .& Hierbert,E.(2005) Teaching and learning vocabulary : Perspectives and Persistent issues . In E.H.Heibert & M.L. Kamil (Eds) . *Teaching and learning vocabulary* : Bringing research to practice .(p.p. 1-23 ).Mahwah : Laurence Erlbaun .

- Knigh,S.(1994).Dictionary use while reading :The effect on comprehension and vocabulary acquisition for students of different verbal abilities .*The Modern Language Journal* ,78,285-299.
- Laufer , B.,& Hadar , L.(1997) .Assessing the effectiveness of monolingual ,bilingual and Bilingualized dictionaries in the comprehension and production of new words. *The Modern Language Journal* , 81(2),p.189-196.
- Lehrer, K . (2000) .*Theory of knowledge* (2<sup>nd</sup> ed ). Boulder : West View Press.
- Lukac , M.(2011).*Using dictionary in EFL*.Faculty of Education : Masaryk University BRNO.
- Mc Carthy , M. (1990) . *Vocabulary* . Oxford : Oxford University Press .
- Medani , A.(1988) . *Vocabulary learning strategies of good and poor Learners* .In P. Meara (Ed.) : *Beyond words* . London : CILT , (1989).
- Miller, J.(2006).An investigation into the effect of English learner's dictionaries on international student's acquisition of the English article system .*International Education Journal* ,7,435-445.
- Nation , I.S.P. (2001) . *Learning vocabulary in another language* . Cambridge: Cambridge University Press .
- Nesi , H.& Hail,R.(2002).A study of dictionary use by international students at a British university .*International Journal of Lexicography* ,15(4), 277-305.
- Oxford , D.(2011).*For learners using English to study other subject* .Oxford :University Press.
- Oxford , R. (1993) . *Instructional implications of gender differences in L2 learning styles and Strategies* . *Applied language learning* , 4 (1) , p.p.65-94 .

- Pena,G.,Catalina , V., Sarmiento, G.&Karolina ,S.(2012).*The use of supplementary materials for teaching children in EFLclasses*
- Piotrowski , T.(1989).Monolingual and bilingual dictionaries : Fendamental differences.  
*learners dictionaries : state of the art* .(Ed.).Makhan L .Tickoo .Singapore :SE AMEO Regional language Centre .p.72-83.Ser.23.
- Pousi,A.(2010).*Training in dictionary use :A teaching intervention in a 9<sup>th</sup> grade EFL classe room in Finland* .University of Jyvaskyla.
- Pukilski , J.J.&Tempelton , S . (2004) . Teaching and developing vocabulary : Key to long-Term reading success .*Current research in reading and language arts* . Boston : Houghton &Muffins .
- Qian , D.D. (1999) . Assessing the role of depth and breadth of vocabulary knowledge in Reading comprehension . *The Canadian Modern Language Review / La Revue Canadienne des langue vivants* 56 : 282-308 .
- Grenfell , G.M.& Harris, V. (1999) . Modern languages and learning strategies . In *Theory and Practice* . London : Routledge .
- Schmitt, N. (1997) . Vocabulary learning strategies . In N. Schmitt &M. Mc Carthy (Eds.) , *Vocabulary : Description, acquisition , and pedagogy* (p.p. 199-228 ) . Cambridge, England : Combridge University Press .
- Siliger , H. W. &Shohamy , E . (1989 ) .*Second language research method* . Oxford: Oxford University Press .
- Sokmen, A.J. (1997) . Current trends in teaching second language vocabulary .In N. Schmitt &Mc Carthy (Eds.).*Vocabulary : description , acquisition , and pedagogy* . Cambridge : Cambridge.

Stein,G.(2002). *Better words : Evaluation of EFLdictionaries* .Exeter: Exter University Press.

Taylor, L. (1990) . *Teaching and learning vocabulary* . Hertfordshire : Prentice .

Walz, J.(1990) . The dictionary use as a secondary source in language learning .*The French Review* ,64(1), 79-94.

Zgusta , L.(1971). *Manual of lexicograpy* . The hugue : Mauton.

## Student's Questionnaire :

The following Questionnaire is a part of a work that investigates the use of dictionary as supplementary material for learning vocabulary in classroom .

Please choose the appropriate answer ,be truthful as honest as possible .

Dictionary survey for EFL students :

### Dictionary:

Please check the box that is most true for you :

1-Ilook Up Words Using a Book Dictionary :

Never  Rarely  Sometimes  Usually  Always

Justify your answer:

.....

2-When You Use Dictionary ,What Word Information Do You Look For?

Spelling  Definition  Part of speech  pronunciation  collocation

Inflection

-Please say why ?

.....

3-When I look Up Words in The Dictionary I Find it Easily and Quickly:

Never  Rarely  Sometimes  Usually  Always

Why ?

.....

4-I Use Book Dictionary Only in Reading :

Sometimes  Always

5-I Use Book Dictionary For Learning English Language in Class:

Never  Rarely  Sometimes  Usually  Always

-Please justify your answer :

.....

6-I Like Book Dictionary :

Strongly disagree  Disagree  Neither agree nor disagree  Agree

Strongly agree

7-I Know How to Use a Book Dictionary :

Strongly disagree  Disagree  Neither agree nor disagree  Agree  Strongly agree

Why?

.....

8-I am Comfortable When Using Dictionary :

Strongly agree  Disagree  Neither agree nor disagree  Agree  Strongly agree

9-I Think a Book Dictionary is Useful:

Yes  No

10- In The Future I Would Like to Have More Training on How to Use Dictionary :

Yes  No

-Why?

.....

11-I Think I Have Enough Training on How to Use Dictionary :

Yes  No

-Justify your answers:

-.....

12-Which Type of Dictionary Do You Prefer?

Monolingual

Bilingual

Bilingualized

-Why:

-.....

13-How Often Do You Use Dictionary in Classroom ?

Rarely

Sometimes

Always

If rarely justify your answer :

-.....

## ملخص:

المفردات لها قيمة كبيرة في عملية التدريس وتعلم اللغة الانجليزية كلغة أجنبية ، وهي تستند إلى مهارات أربع وهي: التحدث والاستماع والقراءة والكتابة ، وترتبط في علاقات مترابطة. يوضح تعلم المفردات بين طلاب المرحلة الثانوية في مدرسة المقدم عبد الرحمان بن سالم أن غالبية الطلاب لديهم مشاكل مؤجلة في تطوير مفرداتهم. ومن هذه اللحظة ، بدأ طلاب اللغة الإنجليزية كلغة أجنبية في الاعتماد على طرق واستراتيجيات جديدة ، والتي يمكن أن تساعدهم على تحسين مفردات التعلم. الغرض من هذه الدراسة هو دراسة فائدة القاموس كمواد إضافية في بيئة التعلم ، وإظهار أهمية استخدامها في هذه العملية. لتحقيق هذه الأهداف ، تم ذكر ثلاثة أسئلة بحث لتنفيذ المسح. يتضمن هذا البحث استبيانات الطلاب كأداة بحث. بالإضافة إلى ذلك ، قدمت البيانات الكمية نتائج جديدة حول فائدة القواميس في تعلم المفردات ، في حين أظهرت النتائج أن طلاب اللغة الانجليزية كلغة أجنبية يدركون القيمة الكبيرة لهذه المادة الإضافية ويستفيدون منها. إذا تم استخدامه بشكل صحيح. حافزًا وجعل العملية أكثر إمتاعًا وتعلمًا ممتعًا بسبب الإعراف الذي تقدمه القواميس. تم تقديم بعض التوصيات لمساعدة الطلاب والمعلمين في الحصول على أفضل النتائج من القواميس.