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Title

**Investigating the Role of Using Dictionaries in Oral Expression Classes
In Expanding Students' Vocabulary**

**The Case of First-Year LMD Students of English at Mohamed Kheider University of
Biskra**

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Declaration

I, Loubna Danaia, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

I dedicate this work to the hero of my story "my father", "may Allah welcome him in his vast paradise".

To the love of my life "my mother" without her I would be nothing, thank you mom for your patience with me, for the love you gave me, for your forever support, words cannot describe how much I love you.

To my second mother "Saliha. D" I send you my sincere love, you are an ideal woman, thank you for the moral and material support.

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Abstract

Learning vocabulary is an important aspect that helps in developing students' intellectual competences and to prove their presence inside the classroom especially in oral expression courses where they need to participate, to speak and to discuss different topics with their classmates and teachers. . Therefore, this study aims at investigating the role of using dictionaries in oral expression classes in expanding students' vocabulary. The hypothesis of this study suggests that the use of dictionaries as one main source to acquire vocabulary affects positively on students' performance inside the classroom. Therefore, a descriptive method was used in this study; two data collection tools were used to investigate students and teachers' perspective about the use of dictionary and its importance to acquire vocabulary. These two tools were a students' questionnaire and teachers' interview. The data collection and the findings' analysis have shown that students use the dictionary to gain new vocabulary and teachers encourage the students to use dictionaries inside the classroom in order to help them in their performance inside the classroom. Finally, it is clear that the main hypothesis of the study has been confirmed.

Key words: Vocabulary, Oral Expression, Dictionaries

List of Abbreviations and Acronyms

EFL: English as Foreign Language

GSL: General Service List

ND: No Date

SLA: Second Language Acquisition

List of Appendices

Appendix 01: Students Questionnaire

Appendix 02: Teachers' Interview

List of Tables

Table 1.1: Self-Assessment Scale.....	17
Table 3.1: Students' Level.....	36
Table 3.2: Students' Choice.....	37
Table 3.3: Kinds of Dictionary Students' Prefer to Use.....	37
Table 3.4: The activities Used by Students to Acquire Vocabulary	40
Table 3.5: Aspects of Language Students Intend to Improve by Using the Dictionary	41
Table 3.6: Methods that Oral Expression Teachers Use to Present Vocabulary	42
Table 3.7: Learning Methods that Students Prefer	43
Table 3.8: Investigation about the Used Methods	43
Table 3.9: Difficulties that Students Face when Participating in Oral Classes.....	44

List of Figures

Figure 3.1: Students' Level36

Figure 3.2: Students' Choice.....37

Figure 3.3: Kinds of Dictionary Students' Prefer to Use.....38

Figure 3.4: The activities Used by Students to Acquire Vocabulary.....40

Figure 3.5: Aspects of Language Students Intend to Improve by Using the Dictionary.....41

Figure 3.6: Methods that Oral Expression Teachers Use to Present Vocabulary.....42

Figure 3.7: Learning Methods that Students Prefer43

Figure 3.8: Investigation about the Used Methods.....44

Figure 3.9: Difficulties that Students Face when Participating in Oral Classes.....44

Content

Introduction.....02

1. Statement of the Problem.....02

2. Significance of the Study.....02

3. Aims of the Study.....02

4. Research Questions.....03

5. Research Hypotheses.....03

6. Limitation of the Study.....03

7.Research Method.....03

7.1Research Method.....03

7.2Sample of the Study.....03

7.3Data Gathering Tools.....04

8. Structure of the Study.....04

CHAPTER ONE: VOCABULARY LEARNING

Introduction.....07

1.1 Definition of Vocabulary.....07

1.2 The Importance of Vocabulary in the Speaking Skill.....07

1.3 Types of Vocabulary Usage.....08

1.3.1 Listening..... 19

1.3.2 Reading 19

1.3.3 Speaking..... 19

1. 1.4. Aspects of Vocabulary.....	11
1.4.1 Word Formation.....	12
1.4.1.1 Spoken Form.....	12
1.4.1.2 Written Form.....	12
1.4.1.3 Word Parts.....	12
1.4.2 Meaning.....	12
1.4.2.1 Form and Meaning.....	13
1.4.2.2 Concepts and Referents.....	13
1.4.2.3 Word Association.....	13
1.4.3 Use.....	13
1.4.3.1 Grammatical Function.....	14
1.4.3.2 Collocations.....	14
1.5 Vocabulary Teaching.....	14
1.5.1 Teaching Vocabulary Strategies.....	15
1.5.1.1 Word Wall.....	15
1.5.1.2 Using Colors.....	16
1.5.1.3 Self-Assessing.....	17
1.6 Ways to Improve Vocabulary.....	17
1.6.1 Reading Books.....	17
1.6.2 Listening to Audio Books.....	18
1.6.3 Communicating with native speakers.....	18
1.6.4 Playing Vocabulary Games.....	18

Conclusion

Introduction.....	21
2.1 Definition of Dictionary.....	22
2.2 The Importance of the Dictionary in the Speaking Skill.....	23
2.3 Types of Dictionary.....	23
2.3.1 Bilingual Dictionary.....	23
2.3.2 Monolingual Dictionary.....	25
2.3.3 Thesaurus.....	26
2.3.4 Specialized Dictionary.....	26
2.3.5 Etymological Dictionary.....	26
2.3.6 Rhyming Dictionary.....	26
2.3.7 Mini-Dictionary.....	26
2.4 Paper vs. Online Dictionary.....	27
2.5 Monolingual vs. Bilingual Dictionary.....	27
2.6 Parts of the Dictionary.....	27
2.6.1 Entry Word.....	27
2.6.2 Guide Words.....	28
2.6.3 Pronunciation and Syllabication.....	28
2.6.4 Parts of Speech.....	28
2.7 Students' Attitude toward the Dictionary.....	30
2.8 Teachers' Attitude toward the Dictionary.....	30
Conclusion	

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction.....	34
3.1 Research Method.....	34
3.2 The Students' Questionnaire.....	34
3.2.1 Rational and Aim.....	34
3.2.2 The Population and Sample.....	34
3.2.3 Description of the Questionnaire.....	35
3.2.4 Analysis and Interpretation of the Results.....	35
3.3 Teachers' Interview.....	45
3.3.1 The Sample.....	45
3.3.2 Description of the Interview.....	45
3.3.3 Analysis and Interpretation of the Results.....	46
3.4 Discussion of the Results.....	50

Conclusion

General Conclusion

Suggestions and

Recommendations Appendices

ملخص

General Introduction

The Role of Dictionaries in Expanding Students' Vocabulary

Introduction

Most of the teachers like to give and receive, giving new data and receiving attention, comprehension and participation. However, most of the students feel ashamed, blocked when they should talk because of the lack of vocabulary they feel like they do not have enough vocabulary to make a coherent sentence so they tend to rely on multiple tools to get knowledge and one of the common ways and the easiest one is dictionaries because they are easy to access also they contain hundreds of words with their synonyms and pronunciation Therefore, the main concern of this research is to investigate how dictionaries may be helpful for students to gain new vocabulary.

1. Statement of the Problem

Teachers from the beginning seek to make students interact and react inside the classroom, but it is still challenging students to participate because of one main reason, which is the lack of vocabulary. This one creates a real problem for them that has to be solved with many ways and tool like obliging students to use dictionaries as a source of information and vocabulary.

2. Significance of the Study

Many scholars and teachers indicated in their researches the importance of using a dictionary inside the classroom to develop students skills and vocabulary, but still there are some scholars who defend the opposite , they think that a dictionary may effect students' behavior and way of thinking for example they may be lazy and reliable . Still the dictionary is very useful way to enhance student's vocabulary.

3. Aims of the Study

This empirical study attempts to explore the use of dictionary in the classroom to learn vocabulary. Thus, the main objective from the research is as follow: Is to investigate the

relationship between dictionaries and vocabulary, and how dictionaries help students to develop their vocabulary knowledge.

4. Research Questions

The current research aims to answer the following questions:

RQ1: how will dictionaries affect on students vocabulary acquirement ?

RQ2: Do teachers encourage students to use dictionaries inside the classroom?

RQ3: What kind of dictionaries students prefer to use paper or on-line dictionaries?

5. Research Hypothesis

The hypotheses of the present research is the following:

It is hypothesized that using dictionaries, as one main source in acquiring vocabulary will affect positively on student participation inside the classroom.

6.Limitations of the Study

It was hard to collect data from all the students because of Covid-19; therefore, it was difficult to gather data through classroom observations, so we made an online questionnaire and shared it on first year Facebook group. The reason of limitation was time.

7. Research Methodology

7.1 Research Methodology

This research aims to investigate the influence of dictionaries on students' vocabulary. It is based on a descriptive method that attempts to describe the current situation in which some see that it helps positively on students' participation in the classroom while others claim that dictionaries will make students lazy, reliable and so dependent on the dictionary. The method of gathering data is a questionnaire and a teachers' interview. It provides a variety of data gathered from different participants, this

method is directed to first year students as they are the first victim of this issue and teachers because they the instructors of the classroom. This research is conducted during the academic year 2021/2022 to get a different suggestions and opinions about the impact of using dictionaries inside the classroom.

7.2 Sample of the Study

first year LMD students of English at Mohamed Kheider University have been chosen as a sample to this study because first year students always have a problem in speaking and participating especially in oral classes it is because when they were in secondary school they did not used to speak in a foreign language freely. From first year students only fifteen student answer the questionnaire. While five teachers were interviewed to give their perspective about investigating the use of dictionaries in oral expression classes in expanding students' vocabulary.

7.3 Data Gathering Tools

Two data collection tools were chosen to gather data about the subject of the present study. An interview has been done with teachers to investigate their opinions about the use of dictionaries. In addition to the interview; a questionnaire was conducted to collect students' perspective toward the use of dictionary to expand vocabulary.

8. Structure of the Dissertation

This study contains three chapters, chapter one supplies the definition of vocabulary, its importance in the speaking skill and types of vocabulary usage, aspects of vocabulary and teaching learning vocabulary. The second chapter provides the definition of dictionary, its importance in the speaking skill, types of the dictionary, parts of the dictionary and students and teachers toward the dictionary, while the third chapter analyze the data gathered from students' questionnaire and teachers' interview.

The Role of Dictionaries in Expanding Students' Vocabulary

Chapter One

VOCABULARY LEARNING AND TEACHING

The Role of Dictionaries in Expanding Students' Vocabulary	6
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Introduction

1.1 Definition of Vocabulary.....	7
1.2 The Importance of Vocabulary in the Speaking Skill.....	8
1.3 Types of Vocabulary Usage.....	8
1.3.1 Listening.....	10
1.3.2 Reading.....	10
1.3.3 Speaking.....	10
1.3.4 Writing.....	10
1. 1.4. Aspects of Vocabulary.....	11
1.4.1	Word
Formation.....	12
1.4.1.1 Spoken Form.....	12
1.4.1.2 Written Form.....	12
1.4.1.3 Word Parts.....	12
1.4.2 Meaning.....	12
1.4.2.1	Form
Meaning.....	13
1.4.2.2 Concepts and Referents.....	13
1.4.2.3 Word Association.....	13
1.4.3 Use.....	13
1.4.3.1 Grammatical Function.....	14
1.4.3.2	and
Collocations.....	14
1.5 Vocabulary Teaching.....	14

1.5.1 Teaching Vocabulary Strategies.....	15
1.5.1.1 Word Wall.....	15
1.5.1.2 Using Colors.....	16
1.5.1.3 Self-Assessing.....	17
1.6 Ways to Improve Vocabulary.....	17
1.6.1 Reading Books.....	17
1.6.2 Listening to Audio Books.....	18
1.6.3 Communicating with native speakers.....	18
1.6.4 Playing Vocabulary Games.....	18

Conclusion

Introduction

Sintara, Zygoris-coe, and Dasinger (2011) noted, «Knowledge of vocabulary meanings affects children’s abilities to understand and use words appropriately during the language acts of listening, speaking, reading and writing. Such knowledge influences the complexities and nuances of children’s thinking, how they communicate in the oral and written languages, and how well they will understand printed texts. (p.333) ».

Vocabulary is an important element in the acquisition of any language, it is an important focus of literacy teaching and refers to the knowledge of words, including their structure (morphology), use (grammar), meaning (semantic), and links to other words (word/ semantic relationships). Students need to have a rich vocabulary that continually grows through language and literacy experiences, in order to comprehend and construct increasingly complex texts, and engage in oral courses. Focusing on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy.

Knoza (2016) also highlighted the importance of explicit teaching of vocabulary to support students to become confident in a word's meaning and use in context so that it will become part of their own repertoire ».

1.1 Definition of vocabulary

Vocabulary are words in a language used to express meaning, form of symbols of group of letters in a single or more than one word.

The word vocabulary comes from the latin word for «name » also called (wordstock, lexicon, and lexis).

According to Hatch and Brown(1995 :1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers might use. From the

definition above, we can simply see it as an aspect that must be learned to master any language skills. According to Richard and Renadya (2002) « vocabulary learning is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write » (p.255). « Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed ». Wilkins (1972, p. 111). According to Hornby (2006: 1645) « vocabulary is all the words that a person knows or uses and it is all the words in a particular language ».

1.2 The importance of vocabulary in the speaking skill

Vocabulary is the base of communication, and the four language skills can be produced based on previous vocabulary. Nation (1990) highlighted the importance of vocabulary knowledge, as «vocabulary is not an end itself. A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform ». Because, the communication process will be limited, especially when it comes to speaking most of the students who have poor vocabulary find themselves unable to produce a clear sentence. Coady Huckin, (1997) ; Mc CarthyO'dell, (2002) suggested the realization for the training of strategy in EFL classes to boost the process of vocabulary learning for the development of oral communication in and out of the language classrooms. The lack of vocabulary is the first problem that students

face when they want to speak and the solution is simply that they learn vocabulary as much as they can because they need it anyways.

1.3 Types of vocabulary usage

Active and Passive vocabulary in language learning

First, what is active and passive vocabulary?

Passive vocabulary refers to the words that can be understood but cannot be used like in listening and reading, one has to refer to a dictionary to grasp the meaning.

According to John Reynolds and Patricia Acres, « your passive vocabulary is likely to contain more words than the active one ». Nattinger (1998 :62) stated that passive vocabulary knowledge works as the understanding of the meaning of words and storing words in memory and the active vocabulary knowledge as the retrieval of words from memory by using in appropriate situations. Nation (1990), stated that passive vocabulary knowledge means the ability to recognize a word and recall its meaning when it is encountered, while active vocabulary knowledge is the ability to use the needed vocabulary at the appropriate time. Active vocabulary is the words that one can easily understand and uses, words that have obvious meanings.

Meara (1990 :153) indicated that active and passive vocabulary are 'qualitatively different' in that passive vocabulary « can only be assessed if appropriate external stimulation is available » whereas active vocabulary « does not require any external stimulus, but can be activated by other words ». Chamberlain 1965 (in Melka 1997: 92) mentioned that the passive vocabulary of the English speaker is 5 times larger than his active vocabulary. According to Oler(1979) there is no need to precisely separate receptive vocabulary from productive vocabulary because the students should acquire the knowledge of the vocabulary items receptively then use them productively. Thus, learning of these two categories of vocabulary providing a circle of long-term developing processes of language acquisition. Cited in (Avan.k, 2015).

Second language learners move from different aspects of language. First, he starts learning vocabulary passively by listening to collect data then the learner can read but still cannot speak confidently, after the collection of the necessary vocabulary, which will eventually become active because the learner finally can hear, understand and use the language freely. There are four types of vocabulary usage, which are:

1.3.1 Listening

Listening is the words that we hear and understand, and this is the first skill that babies use to learn vocabulary. Hamer (2001), listening skill is a process which should contains phonology, syntax, semantics and it is the first language technique that kids acquire, since it provide the justification for all the aspects that language and cognitive development need.

1.3.2 Reading

Reading helps students to expand the knowledge and it build a strong vocabulary out of the words that we usually acquire by listening.

Pigado and Schmitt (2006: 2) stated, « Reading and vocabulary studies have almost exclusively focused on word meaning to determine vocabulary acquisition. However, it has been acknowledged by a large number of lexically-minded researchers that knowing a word involves much more than just understanding its meaning ».

Nation (2001 :15) stated that « the use of reading and other input source may be the only practical options for out class language development for some learners ».

1.3.3 Speaking

The speaking skill or type of vocabulary is related to the first one « listening », because if there is no vocabulary gathered from listening the person will not be able to speak. It demonstrated the person's knowledge of words.

1.3.4 Writing

It is the translation of ideas into written form; it incites the learner to express himself by using the vocabulary he owns. Cameron (2001, p. 72) thought that building up a useful vocabulary is central to the learning of a foreign language at primary level.

1.4 Aspects of vocabulary

Any word in any language has three main aspects that teachers have to be aware of their importance, these aspects are:

Form meaning and use. Many EFL teachers believe that learning vocabulary is equivalent to learning a list of words with meanings in their native language without any real context practice. Therefore, in most of EFL learning contexts, learners are often obliged to deal with unfamiliar vocabulary during their language acquisition experience.

Nation (2001) provides a set of aspects of what is involved in knowing a word regarding form (spoken, written, and word parts), meaning (form and meaning, concept and referents, and associations), and use (grammatical functions, collocations and constraints of use). Cited in (Adrian.B, 2013).

Nation (2007) mentioned that a well-balanced language course should consist of four equal stands, meaning focused input, meaning focused output, language focused learning, and fluency development. Cited in (Nation & Azusa, 2012).

Nation (2001) noticed that there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involved 18 different types of lexical knowledge.

When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn, all of these different components assists them in enhancing their English vocabulary knowledge and use.

1.4.1 word formation

Word form can be both spoken and written plus word parts, it can be expressed in two different kinds depending on the situation and the context it is used in. Ferdinand de

Saussure (1857-1913) thought that written and spoken word represent two different sign systems- the second exists solely for representing the first.

Nation (2001), knowing one word form involves knowing spoken form, written form, and word parts.

1.4.1.1 Spoken Form

Spoken form or oral language (phonology), it is usually produced spontaneously which tends to convey subjective information, it is related to multiple phonological factors that affect the acquisition of new vocabulary. (Schmitt, 2000) EFL learners should recognize that the letter « O » can be pronounced in different ways such as « post/ pæùst/, « box »/ baks/, « cool »/ ku: l/, and « mother »/ matə(ř)/.

1.4.1.2 Written form

Written form of a word is the translation of the spoken words or sounds of language by printed symbols into written ones, unlike the spoken vocabulary written vocabulary has an objective view.

1.4.1.3 Word parts

Word parts are (prefixes, suffixes and root). The root is the original word, the prefix is the letters added to the root, they come in the beginning of the word to make a new meaning and the suffix works the same as the prefix but it comes at the end of the word. Knowing the right prefix and suffix of any word can help learners to guess new words.

1.4.2 Meaning

Meaning is one of the vocabulary aspects, it is a message conducted by using words and symbols or signs in a context, between people when communicating through language.

1.4.2.1 Form and Meaning

Form and meaning are related to each other because the form of a word has surely a meaning; sometimes it can have different meanings. In addition, meaning may be expressed in a variety of forms.

1.4.2.2 Concepts and Referents

A referent means to refer a word to someone, something, experience or anything. It may be concrete or abstract idea. For example, the word dog refers to a domestic animal. The concept is the idea that comes in mind to express a special theme or idea about how things will work.

1.4.2.3 Word association

A semantic relationship that gathers one word to another. This relation called word association, it tests how minds work by observing and analyzing peoples' answers to some questions to see the vocabulary organization based on the first words that one answer with them.

Aitchison (2003 :5) declared that vocabulary is arranged in some order in our minds, because people have knowledge of a large amount of words and they are able to find them quickly. But, this does not mean that the storage of vocabulary and activation of words is the same thing (Aitchison 2003 :10).

1.4.3 Use

Among the aspects of the language, there is the word use, which plays an important role besides form and meaning to obtain new vocabulary items.

1.4.3.1 Grammatical Function

« Functional grammar, based on systemic linguistics, emphasizes the way spoken and written language operate in different social situations ». Cited in

Grammatical function is the role of words or phrases in a clause or a sentence, where there is a syntactic functional relationship between constituents in a clause. The functions of the grammar are Subject, direct object, indirect object, subject complement, object complement, adjunct, disjunct and conjuncts.

1.4.3.2 Collocations

Collocations are the combination of two or more words that may have different meanings but they have another meaning together. There are some common collocations such as « have a rest », « have a break », « go crazy », « get married ».

1.5 Vocabulary Teaching

Vocabulary teaching is very important in constructing students' knowledge; some researchers incite teachers to focus on vocabulary teaching because students find themselves blocked when it comes to speaking in another language. Harmon, Wood & Keser (2009) as well as Linse (2005) stated that « vocabulary of their language development ». Therefore, teachers should understand its importance if they want that students will achieve academic success in the language learning. Cited in (Sh. Yokubjonova, 2020). Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004) as cited in (Alpino.S, 2017). Zimmerman (1997) mentioned, «The

teaching and learning of vocabulary has been undervalued in the field of second language acquisition (SLA) throughout its varying stages and up to the present day ». Cited in (Charles.B, ND). It has become obvious that vocabulary acquisition cannot rely on « implicit incidental learning », but needs to be controlled. This view advocated have begun to insist on more intensive, « explicit vocabulary teaching » from the very beginning of any language learning syllabus (Judd, 1978). « Explicit vocabulary teaching » would ensure that lexical development in the target language follows a systematic and logical path, thus avoiding uncontrolled accumulation of sporadic lexical items (Takač, 2008 p.18).

Schmitt (2000), incited the instructors to start teaching using the general service list (GSL) as a reference and as a source for teaching the most frequent two thousand words, because it will enable students to comprehend speech and most of the text they read for the reason that this list includes nearly two thousand words of most important and useful words of the English language, and it provides information about the relative frequency of the words multiple meanings and it will be of a great help for the teachers.

Since vocabulary is central to any language students cannot communicate easily with insufficient vocabulary so teachers should put more attention to this problem. Alqahtani (2015) believed that when the learning and teaching of vocabulary takes place,

problems will appear to teachers, and they have problem on how to teach students in order to gain satisfying results (p.24).

Half of the work of gaining new vocabulary is on teachers; they have to know how to guide students to master the language.

1.5.1 Teaching vocabulary strategies

Since teaching vocabulary is very important, teachers have to follow some useful strategies to make the process successful. Here are some strategies that may help teachers on their teaching method.

1.5.1.1 Word wall

Word wall is a way of teaching vocabulary, the idea is writing on the wall of the classroom a collection of different words written in bold in order to attract students' attention.

According to Stahl (1999, p.14), context can be a powerful influence on learners' vocabulary growth. However, learning words from context is a long-term process. By means of explicit instruction, language teachers can « compress that process so that students can learn more words in a shorter period of time ».

The word wall approach is very important and can provide good results on students' vocabulary level. As Green (1993) mentioned that word wall helped to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

Cunningham (2000) thought that adding five words a week. Doing a word wall means students have time to practice and write with the words. Doing a word wall means using a variety of review-activities to become automatic for the students.

1.5.1.2 Using Colors

Using colors to remember new words is very useful because colors are attractive especially when the words are written in bold and colored, with pictures.

Writtrock (1977 p.171) « tracing a picture of the definition produces better recall than writing the definition and creating one's own visual image is more effective than tracing ».

Williams (1983), colorist an important tool in visual thinking, it separates ideas so that they can be seen more clearly. It stimulates creativity. Color captures and directs

attention. Even conventionally outlined notes can benefit from color-coding; maps, cluster maps, mandalas and most expressive drawings are considerably more effective in color.

1.5.1.3 Self-Assessing :

SELF-ASSESSMENT SCALE

<p>The word is unfamiliar and incomprehensible</p>	<p>The word is already known but the meaning is not clear</p>	<p>The word is understood in a context</p>	<p>The word is used in a sentence, yet, the student not sure that it is correct</p>	<p>The word is used in either speaking or writing</p>	<p>The word is used in both speaking and writing</p>
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Table1: self-assessment scale

Teaching students to assess themselves will encourage them to keep learning, to be leaders, and to have self-confidence, and to feel responsible about their development. Using a scale for example as shown in the table will help definitely.

1.6 Ways to improve vocabulary

There are many ways student can use to acquire new vocabulary. Some of these ways listed below might be helpful in the learning process.

1.6.1 Reading books

Reading books, novels, or short stories will definitely help to gain vocabulary. By reading, you can exercise the brain to memorize and not to forget words you have already learned. Books also have the power to improve your vocabulary by reading new words; they have also the ability to provide you with different information and different topics such as scientific words or topics.

1.6.2 Communicating with native speakers

Communication breaks the fear of students and give them self-confidence to speak up and sharing ideas and thoughts with strangers and students will feel excited to master the language and to imitate their friends.

1.6.3 Listening to Audio books

While doing home works, audiobooks are the best way to pass the time without being bored and may be catching new words from the audio so it saves time.

1.6.4 Playing Vocabulary games

This kind of games are highly required for students, because it is entertaining at the same time beneficial e.g. Pictionary.

Thornbury (2004) thinks, « Acquiring vocabulary requires not only labeling but categorizing skills ».

Students enjoy playing so they learn better, when they are doing exciting tasks. They will respond faster than usual, also they will understand the language through concrete things rather than abstract things.

Conclusion

This chapter discussed different factors of vocabulary including types of usage, aspects, learning and teaching strategies. It expound the importance of vocabulary building mainly for student-teacher interaction in the classroom, and for language proficiency in general. Teachers should use different strategies in vocabulary teaching in order to target

different learning styles. Students on the other hand, need to diversify their ways of improving their vocabulary to maximize their advantages.

Chapter Two

Types and components of the dictionary

The Role of Dictionaries in Expanding Students' Vocabulary

Introduction.....	21
2.1 Definition of Dictionary.....	22
2.2 The Importance of the Dictionary in the Speaking Skill	23
2.3 Types of Dictionary.....	23
2.3.1Bilingual Dictionary.....	23
2.3.2Monolingual Dictionary.....	25
2.3.3Thesaurus.....	26
2.3.4Specialized Dictionary.....	26
2.3.5Etymological Dictionary.....	26
2.3.6Rhyming Dictionary.....	26
2.3.7Mini-Dictionary.....	26
2.4Paper vs. Online Dictionary.....	27
2.5Monolingual vs. Bilingual Dictionary.....	27
2.6Contets of a dictionary	27
2.6.1Definition.....	
2.6.2Entry Word.....	27
2.6.3Guide Words.....	28
2.6.4Pronunciation and Syllabication.....	28
2.6.5Parts of Speech.....	28

2.4 Students' Attitude toward the Dictionary.....30

2.5 Teachers' Attitude toward the Dictionary.....30

Conclusion

Introduction

A dictionary is a book or a reference that has thousands of words listed in alphabetical order. The importance of the dictionary is to investigate the meaning of any word.

There are different types of dictionaries of English and other specialized dictionaries in multiple fields such as business, law, medicine, and other fields. These dictionaries are also categorized and designed for social requirements: for example a children's' dictionary is not the same as an adult one.

There are plenty of researchers who talked about the importance of the dictionary usage, for example Walz and Cubillo in Koca et al (2014) mentioned; « Dictionaries provide learners with useful linguistic and cultural information, especially when teachers are unavailable and learners are responsible for their own learning ». We have also Marckwardt (1973), who states « Dictionaries often supply information about the language not found elsewhere. Dictionaries often supply information about grammar, usage, status, synonym discrimination, application of derivative affixes, and distinctions between spoken and written English not generally treated in textbooks, even in a rudimentary fashion » (cited in Bensoussan, Sim and Weiss, 1984:263).

There are some words that have no sense when they are used in the wrong context, so the meaning of any word depend on the context and using the dictionary while reading or writing or even speaking will help the learner to choose the right word. Huang et al stated that a single word may have several possible meanings, and the appropriate one can often be determined based on context. For example, the word « address ». The word class of « address » can be as a noun and a verb. Because this word can be as noun and verb, so it has several meanings. Example of the word « address » as a noun « can you give me your

address. », this word of « address » infers that wanting to know the number or the place that one lives in. In addition, example of the word « address » as a verb: « This message is addressed to everyone who is moving through rough time ». This word of address infers that the message is dedicated to everyone who is moving through difficulties.

2.1 Definition of dictionary

In a simple and clear meaning dictionary is a source (electronic or book) that has words and their synonyms in alphabetical order; it provides meaning in another or the same language. Jackson in Adriana and Ovidiu (2009) defined the dictionary as alphabetical lists of word followed by pronunciation, information, definitions, and etymology. « A dictionary is an alphabetical listing of words and their meaning ». Cited in Computerhope.com

In another perspective, Al-Bulushy (2012), says that dictionary is derived from the word « diction » which means style. It is a simple tool, which helps us to pronounce, spell and check grammar. It gives meanings to words that cannot be understood, or words that have more than one meaning. Besides meaning, it also provides information to the reader syllables, intonations and pronunciation of words. Moreover, it gives the information on how the words in a sentence are used. There are different types of dictionaries specialized in the translation for example : the traditional paper dictionary in which Lew (2010 :292) expressed his point of view about traditional printed dictionary have used a repertoire of devices for presenting meaning in paper dictionary, T.Herlest and G.Stain as cited in Torres and Ramos (2003) dictionaries are a tool of achievement control. The dictionary is an institution, which enables language learners to check their own knowledge, and to eliminate weaknesses in spelling, pronunciation, grammar and meaning. Another definition from Concise Oxford Dictionary of current English (1998), a dictionary is a book that deals with

the individual words of « Language or certain specific class of them so as to set forth their pronunciation, significant and use their synonyms, derivation and history ».

2.2 The importance of the dictionary in the speaking skill

During students' progress of learning a language and practice it. They are definitely going to encounter new and difficult words that they will not understand unless they use a dictionary. Without mentioning the benefits of the dictionary, it has already a great affection on learners. Its affordability and the amount of vocabulary that it offers to learners makes it a must have because they can do a research and find the appropriate meaning that they are looking for. It helps also the students to speak and to pronounce the words correctly. Although, there are different types of the dictionary, students prefer to use bilingual and monolingual dictionaries because they are more satisfying for them.

In the classroom, students are expected to give their best, to participate and to express their ideas so they are going to use the speaking skill a lot, which needs a good vocabulary knowledge. Not all students can master a second language during their studies, but most of them use the dictionary to help them in structuring a sentence and pronouncing it correctly.

Dictionaries help learners to develop their intellectual intelligence, their educational grades, their professional career, but the misuse of the dictionary may lead to a completely different meaning, so learners have to make sure that the words translated are suitable for the context.

2.3 Types of Dictionary

There are different types of dictionaries each one of them has a specific purpose which are defined as follow

2.3.1 Bilingual Dictionary

It is a dictionary that is specialized in translating a language into another, Landau (1989: 7); a bilingual dictionary consists of an alphabetical list of words or expressions in one language, « the source language » for which ideally, exact equivalents are given in another language « the target language ». He also (Landau 1989:7) added that between a monolingual dictionary and a bilingual one » is made not only in the number of languages in which they are written but also in their essential purpose ».

The bilingual dictionary as the other dictionaries share the same trait, which is translating words, or giving meaning to any word, Peciar (1961:24) mentioned that a bilingual dictionary is always supported to be a translation dictionary, regardless its extension. The translation in such a dictionary must not be a description (explanation) but a real translation, which in its appropriate grammatical form, would fit, directly in a correctly translated sentence in the corresponding language.

Kucerova and Laparova have formulated some principle in which they believe that « a good bilingual dictionary may be created only through the correct combination of the interpretation and translation aspects, while the translation aspect is dominant » (Ibid: 25). The bilingual dictionary was created to provide meaning of unknown words. Zgusta's (1971:294) vision of the role of a bilingual dictionary is that its « basic purpose is to coordinate with the lexical units of another language which are equivalent in their lexical meaning ». Landau (1989:9_10), lists a number of desiderata for a bilingual dictionary, some of them are mentioned below:

A_ It provides a translation for each word in the source language.

B_ Grammatical, syntactic, and semantic information is provided.

C_ usage guidance is provided.

D_ Its coverage of the source language lexicon is complete.

E_ Names are in.

F_ It includes special vocabulary items, such as scientific terms.

G_ Spelling aids and alternative spellings are indicated.

Pronunciation is also included.

I_ It is compact in size, which obviously limits its coverage of items.

2.3.2 Monolingual Dictionary

It is one of the types of the dictionary, which is used to translate or to explain a language to the same language the students are learning. Bejoint (1981) in Schilfield (1982) « those learners who use monolingual dictionaries would help them to get into habit of thinking in the target language ».

The monolingual dictionary is very useful and helpful because it provides meaning and transcription of the words, also it encourages students to acquire more vocabulary. Yet, there are some researchers who disagree with this idea, they claim that monolingual dictionaries are not important and they have more limitations such as the definitions may be too difficult to understand, learners may pass over important information such as semantic restrictions of words, because they are not able to understand the basis of words and the grammatical structure can be complex. Thompson (1987) and Wingate (2002). Another researcher who investigate the importance of the monolingual dictionary is

Tomaszczyk (1979) and (Ryun, 2009) after their study on Polish learners at the university level for foreign language instructors, and translators. Students expressed their satisfaction with monolingual dictionaries, but the majority preferred to use bilingual dictionaries to monolingual dictionaries. Bejoint (1981) also did the same experience on French EFL students and the results show that only 17 of the participants preferred the bilingual dictionary and the majority went for the monolingual dictionary.

Based on these two experiences and many other experiences not mentioned above, the results prove that both bilingual and monolingual dictionaries are important.

2.3.3 Thesaurus

Is a book that contains a list of words and their synonyms and antonyms grouped in different words, it is designed to help the writers to find the suitable meaning that they are looking for. The most famous thesaurus is Roget's thesaurus.

2.3.4 Specialized dictionary

Specialized comes from the word « Special » which means unique or particular words to deal with a specific field such as Medicine, law, etc. It contains hundreds of words related a specific field of study.

2.3.5 Etymological dictionaries

This type of dictionary is specialized in dealing with historical information and data; it gathers old archives about cities, languages, the original of words, cultures. It was created to facilitate some history investigations.

2.3.6 Rhyming dictionary

A rhyming dictionary is a bit different dictionary not as the other types of the dictionary. Its concept is based on pronunciation in finding the rhyme equivalent to another word. This kind of dictionary mostly designed for poets, musicians, rappers, and lyricists.

2.3.7 Mini-dictionary

A mini-dictionary is the small version of the dictionary it is also called a pocket dictionary; it is designed to cover the needs of the students who are always looking for new vocabulary or for other purposes. In addition, its small shape, high weight and cheap price, all these qualities attract dictionaries users.

2.4 Paper vs. Online dictionary

There are two type material dictionary, the first one is paper dictionary which is compacted papers contains list of words available on the libraries; it is used to facilitate the acquisition of the second language. While the second types is online dictionary (E-dictionary), it is more useful nowadays because it is easy to access from mobiles to dictionary apps or websites. Chen (2011) stated that bilingual dictionary affected positively on learning and retention of unknown words encountered during a reading passage with E-dictionaries providing a slightly stronger affection than paper dictionaries.

2.5 Monolingual vs bilingual dictionary

With the development of lexicography, researchers tried to divide the dictionary into categories of dictionaries to facilitate for the students or dictionary users to get their needs, among these types of dictionary they created the most famous and used ones, which are the monolingual and bilingual dictionary. Monolingual dictionary provides explanations of the words that the learner is learning. In another hand, bilingual dictionary gives a translation to a language the learner is already familiar with it. Of course, both have

advantages and disadvantages, the bilingual dictionary is simple, understandable and easy to use that is why learners prefer to use it, another advantage for the monolingual dictionary is that it provides a deep explanation of the target language, which makes the translation more comprehensible.

Both provide a huge number of translated words.

2.6 Content Of A Dictionary

The dictionary contains a content; each element of in the dictionary has a specific role. This content is as follow: (definition which it can be found only in monolingual and specialized dictionary, entry word, guide words, pronunciation and syllabication and part of speech).

2.6.1 Definition:

Definition is the statement that provides a definite explanation of a word or a clear meaning of expression, definitions can be found in the dictionary. Precisely, in monolingual and specialized dictionary.

2.6.2 Entry Word

Entry word is a word that it can be found in a dictionary written in bold in black or in any other color, it is also called « head word » because it comes at the beginning of the dictionary.

Martinez de Sousa (1995) mentions that an entry « is a word, expression, phrase, syntagmatic, sign or a unit of words or signs that heads the entry of the dictionary,

vocabulary, glossary, terminology, index, etc. as is the object of definition or explanation and, eventually of an encyclopedic treatment » (p.180).

2.6.3 Guide Words

Guidewords are words printed in the head of the page of a dictionary for example to help the researcher or the reader to find the right page of the word they are looking for.

As Academic Studies English (1999) highlighted, guide words are the words that are printed in bold, the first word is the same as the first word at the top of that page ; while the second one is the same as the last word on the page.

2.6.4 Pronunciation and Syllabication

First, pronunciation means the way of producing sounds depend on their articulation, stress and intonation; each word of a language has a specific pronunciation in order to get the right meaning of the word.

Now syllabication means the formation of syllable either in a word, spoken or written. The written one is usually separated by a hyphen or a period.

The difference between pronunciation and syllabication is that pronunciation is the act of producing sounds, while syllabication is highlighting the syllables in a word.

2.6.5 Part of Speech

Part of speech are words that have a specific division in grammar and each one has a function in the sentence. (Nouns, verbs, adverbs, adjectives, prepositions, pronouns, conjunctions and interjections).

1 Nouns :

Nouns are words that refers to someone or something, place or a thing.

Example: « flower ».

2 Verbs:

Verbs are words that describe something that happens or an action.

Example: « to eat ».

3 Adjectives:

Adjectives are words that modifies a noun; they make the sentence more specific.

Example: « beautiful ».

4 Adverbs:

Adverbs are used to describe a verb or an adjective to make the meaning of the sentence stronger.

Example: « quickly ».

5 Pronouns:

Pronouns are short words and invariables used to relate an element to another in a sentence.

Example: « on, in, at, from ...etc ».

6 Pronouns:

Pronouns are words works as a noun to avoid repeating the same word.

Example: « I, me, my, mine, myself ».

7 Conjunctions:

Conjunctions are words that relate other words, phrases, or clauses with each other.

Example: « but ».

8 Interjections:

Interjections are words that interpreted an emotional reaction.

Example: « oops ».

2.7 Students' Attitude toward the Dictionary

The dictionary is considered as a learning tool for learners' language development, most of the learners depend on it to look for the words or the translation required especially in the classroom where the time is limited, in seconds they can get any word they are searching for by one click or some paper flips and the word is here. Also, because most of the Universities allow the use of the dictionary inside the classroom and encourage students to use it. Some of the students (the minority of the students) think that the dictionary is not a priority tool used to provide new vocabulary they depend on their pre-merited vocabulary, which is not enough to match the development of their mates. In the end, students use the dictionary to get good grades and rise their vocabulary knowledge.

2.8 Teachers' Attitude toward the Dictionary

Teachers use different tools and ways to steal students' attention and to make them interact with any subject discussed inside the classroom, teachers incite students to use the dictionary because it helps to unblock their capacities and to feel more confident because, students feel shy when they want to participate in giving answers due to the lack of the vocabulary that they already have. In addition, some teachers use the dictionary to explain the lessons by encouraging students to do their own research and give the suitable definition or explanation.

Conclusion

In conclusion, this chapter which mainly discussed types of dictionaries helps elucidates their importance as well as attitudes of students and teachers towards them.

Dictionaries are a necessary learning tool for students regardless of their level and proficiency in the language. They are particularly important in vocabulary acquisition and are therefore a must have for any student aspiring to expand his or her vocabullary, notably in oral expression classes. Choosing the right type of dictionary is also of a paramount importance as different types of dictionaries serve different purposes.

Chapter Three

FIELD WORK AND DATA ANALYSIS

Introduction.....	34
3.1 Research Method.....	34
3.2 The Students' Questionnaire.....	34
3.2.1 Rational and Aim.....	34
3.2.2 The Population and Sample.....	34
3.2.3 Description of the Questionnaire.....	35
3.2.4 Analysis and Interpretation of the Results.....	35
3.3 Teachers' Interview.....	45
3.3.1 The Sample.....	45
3.3.2 Description of the Interview.....	45
3.3.3 Analysis and Interpretation of the Results.....	46
3.4 Discussion of the Results.....	50
Conclusion	

Chapter Three :

Introduction :

This study aims at investigating the role of dictionaries in expanding students' vocabulary. The last chapter (the third one) explores the field work and the analysis of data collection, it serves a theoretical background on the research methodology of the study and analyze the results gathered from students' questionnaire and teachers interview because students and teachers are the main elements of this study. This study attempts to analyze and describe the rational of each data collected strategy to test the hypotheses studied. This chapter supplies discussion of results in order to answer the research question and to test the hypotheses which were mentioned in the general introduction.

3.1 Research Method :

Among the research methods that we have studied, the descriptive method is the most suitable for this study because it describes the two variables « vocabulary » and « the usage of dictionary inside the classroom ». Also it describes and analyzes the gathered data about the research topic which is « investigating the role of dictionaries in expanding students' vocabulary ».

3.2 The Students' Questionnaire :

3.2.1 Rational and Aim :

A students' questionnaire has been appropriately selected as a data gathering tool because it is the easiest way to collect answers from the students and it is the most used tool as it provides credibility and exact statistics in order to investigate the role of dictionaries in expanding students' vocabulary in oral expression courses.

3.2.2 The Population and Sample :

This study was organized with first year LMD students at Biskra University. Due to Covid19 students were divided into two vagues, giving out the questionnaire to them was difficult. For that reason we created an online questionnaire and shared it on their Facebook group and we demanded from them to answer it. Among first year students, fifteen (15) answered the questionnaire. The choice of this sample was based on the fact that first year students do not have much vocabulary to use or to participate with in oral expression course because during pre-university stages they did not have the opportunity to talk freely in another language rather than their mother tongue which will obviously affect the target language at university.

3.2.3 Description of the Questionnaire :

The students' questionnaire was dedicated to 1st year LMD students in order to get their feedback about the usage of dictionaries and vocabulary expanding. The questionnaire consists of fourteen (14) questions devided between close- ended, multiple choice and openended questions.

The questionnaire is splited into two parts(Background informations and students attitude). The first part deals with general informations, while the second part investigates students' perspectives toward the use of dictionaries and acquiring vocabulary.

The first part(background informations) consists of two questions intended to investigate the students' level in English and the reason of choosing to study English at university. As for the second part (students' attitudes toward the use of dictionaries and vocabulary expanding), it contains a mixture of questions about the two variables of this study.

3.2.4 Analysis and Interpretation of the Results :

The students were asked to answer the questionnaire by either choosing the suitable answer or giving opinions. The statistical analysis was easily analyzed due to Google Form. In contrast, open-ended questions were discussed descriptively.

The results were listed as follows :

3.2.4.1 Part One : Background Information :

Item 1 : Specify your level in English

Students' level	Very good	good	average	Less than average
Participants	0	11	4	0

Table 3.1 : Students' level in English

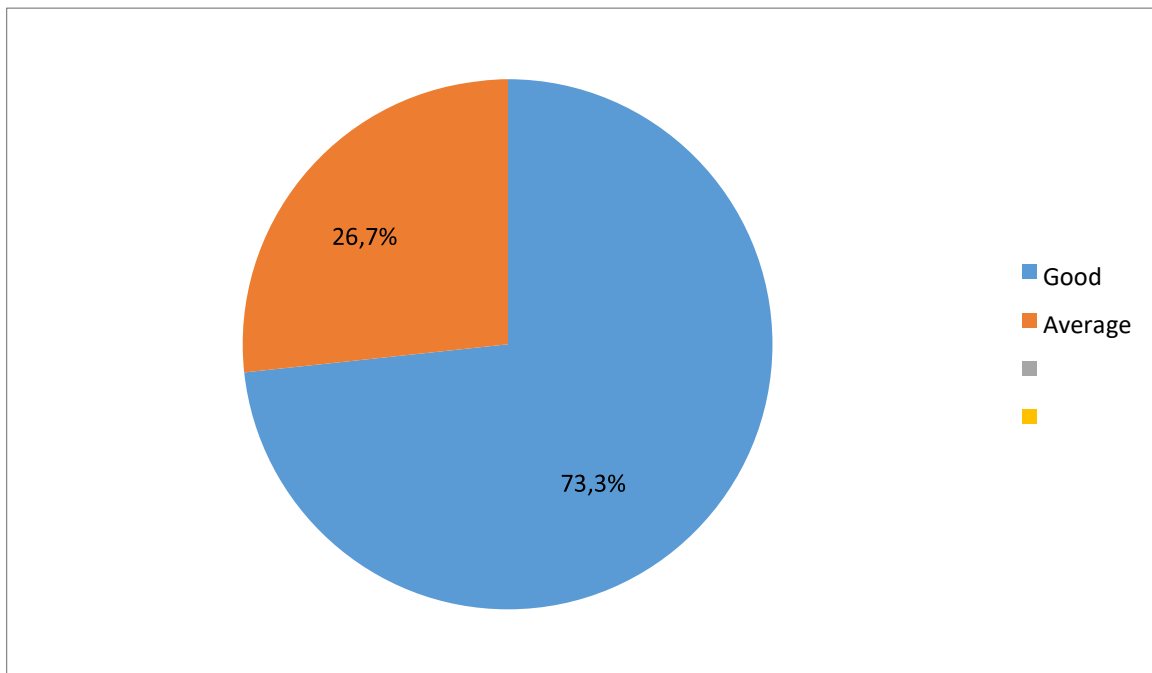


Figure 3.1 : Students' level in English

Figure 3.1 shows that (73,3%) which means most of the participants evaluate their level in English as average, while (26,7%) of the participants evaluate their level as good.

Item 2 : Why did you choose to study English at university ?.

	I love it	To travel	It offers good jobs	It is my parents' choice
Participants	10	3	1	1

Table 3.2 : Students' choice

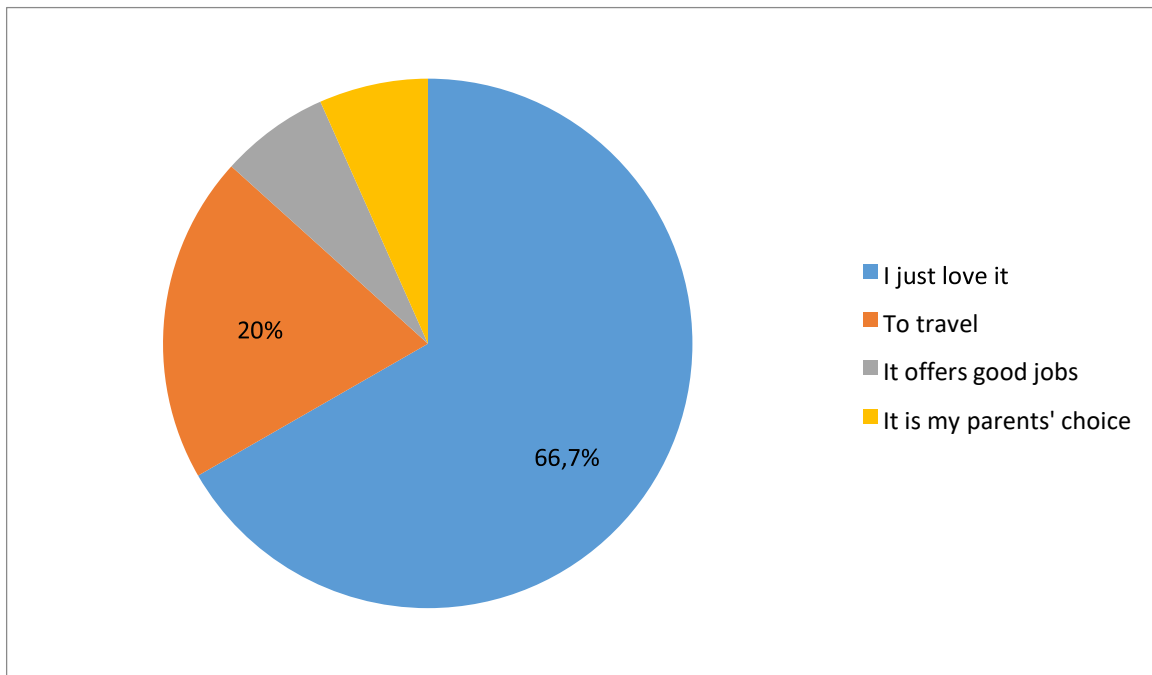


Figure 3.2 : Students' choice

This question was asked to discover why students choose English as a speciality at University.

Ten(10) participants answer that it is their personal choice because they simply love it while Three (3) of the participants chose to study it to travel and to raise visa acceptance chance. Finally, One participant is studying it in order to get good job oppurtunities and an other participant was his parents choice.

Part Two : Students' attitude toward the use of dictionaries and acquiring vocabulary.

Item 3 : Which kind of dictionary do you usually use ?

	Online monolingual dictionary	Online bilingual dictionary	Paper monolingual dictionary	Paper bilingual dictionary
Participants	8	6	1	0

Table 3.3 Kinds of dictionary students prefer to use.

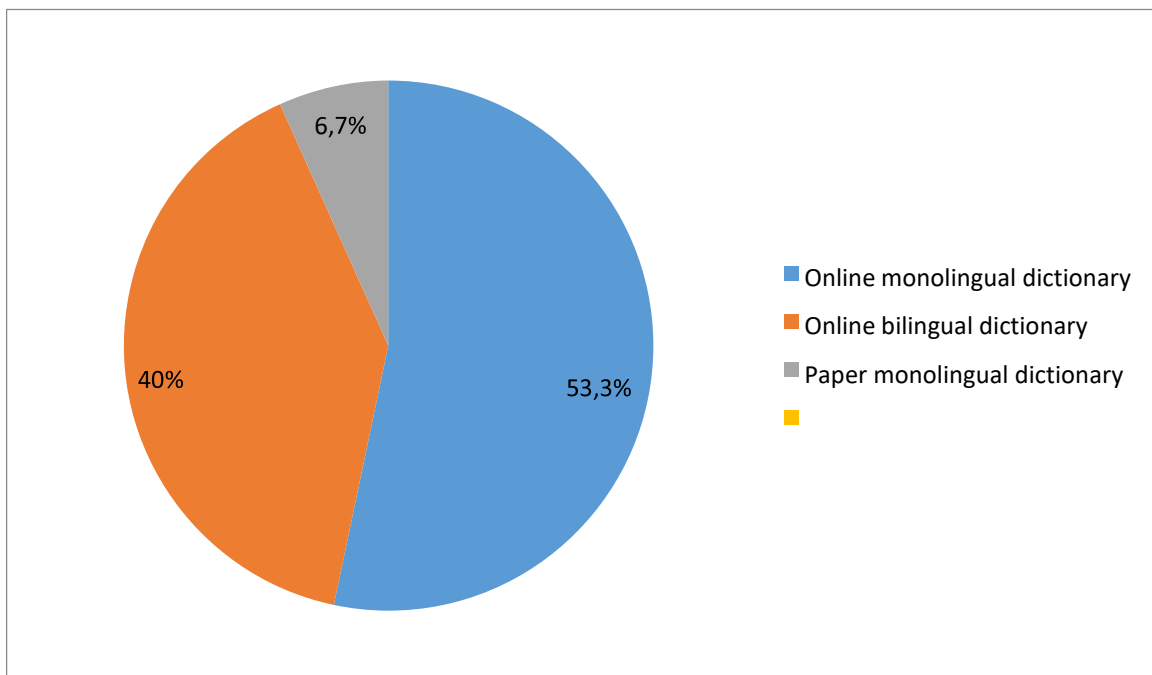


Figure 3.3 Kinds of dictionary students prefer to use

The chart demonstrates that 53,3% of the participants use online monolingual dictionary while six (6) participants chose/use online bilingual dictionary. Only one participant uses paper monolingual dictionary and no one/participant uses paper bilingual dictionary. Here it can be noticed that the majority of the students use online monolingual dictionary.

Item 4 : What advantages do you think using online and paper monolingual dictionaries offer ?

This question was asked to investigate the different advantages that participants get from using online and paper monolingual dictionaries, some students see the dictionaries as a tool that provides more comprehensive informations about the target language, others use it because it helps students to know the meaning in short time. Some participants use monolingual dictionaries because it offers an easy vocabulary searching experience.

Item 5 : What advantages do you think using online and paper bilingual dictionaries offer ?

The answers to this question were divergent ;some see the advantages of being able to define words in an easy way without wasting time, whereas others see the advantage of easy translation from different languages, avoiding spelling mistakes by checking the spelling in the dictionary .

Item 6 : Are there any disadvantages to these types of dictionaries.

There are a lot of advantages from online and paper monolingual and bilingual dictionaries, there are also some disadvantages that participants mentioned in their responses.

Some stated the lack of access to use e-dictionaries, incomplete definitions provided by some dictionaries, distraction in the classroom and difficulty in choosing appropriate e-dictionaries. Online dictionaries may make learners lazy and too much reliable. For paper dictionaries the student takes the time to find the meaning of a word so paper and online monolingual dictionary and paper and online bilingual dictionary have many disadvantages but the student should focus more on the positive side which is the advantages of any kind of dictionary.

Item 7 : What kind of activities do you engage in to acquire new vocabulary ?.

This question was asked to compare the answers to see the different activities and which activity has more effect on the students' development especially in vocabulary acquisition.

	Reading books	Listening to material in English	Vocabulary games	Other activities
Participants	4	7	3	1

Table 3.4 : The activities used by students to acquire vocabulary.

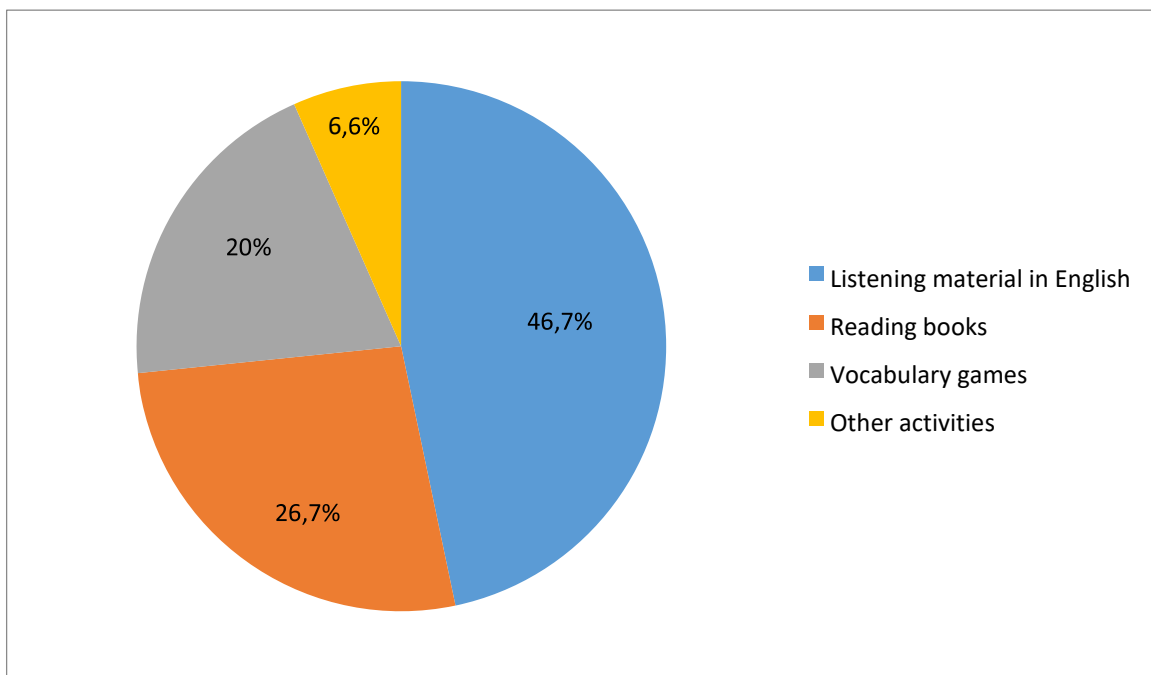


Figure 3.4 : The activities used by students to acquire vocabulary.

This question aims at investigating the kind of activities participants choose to acquire new vocabulary. Four (4) participants choose reading books as a way of acquiring new vocabulary, while seven (7) participants choose listening to material in English. Three (3) students chose vocabulary games and just one(1) participant chose to do other activity rather than the provided one in order to learn vocabulary.

Item 8 : Which aspect of language you intend to improve when using the dictionary ?.

	Learning synonyms	Vocabulary learning	Looking for other meaning	Others
Participants	2	6	7	0

Table 3.5 : Aspects of language students intend to improve by using the dictionary.

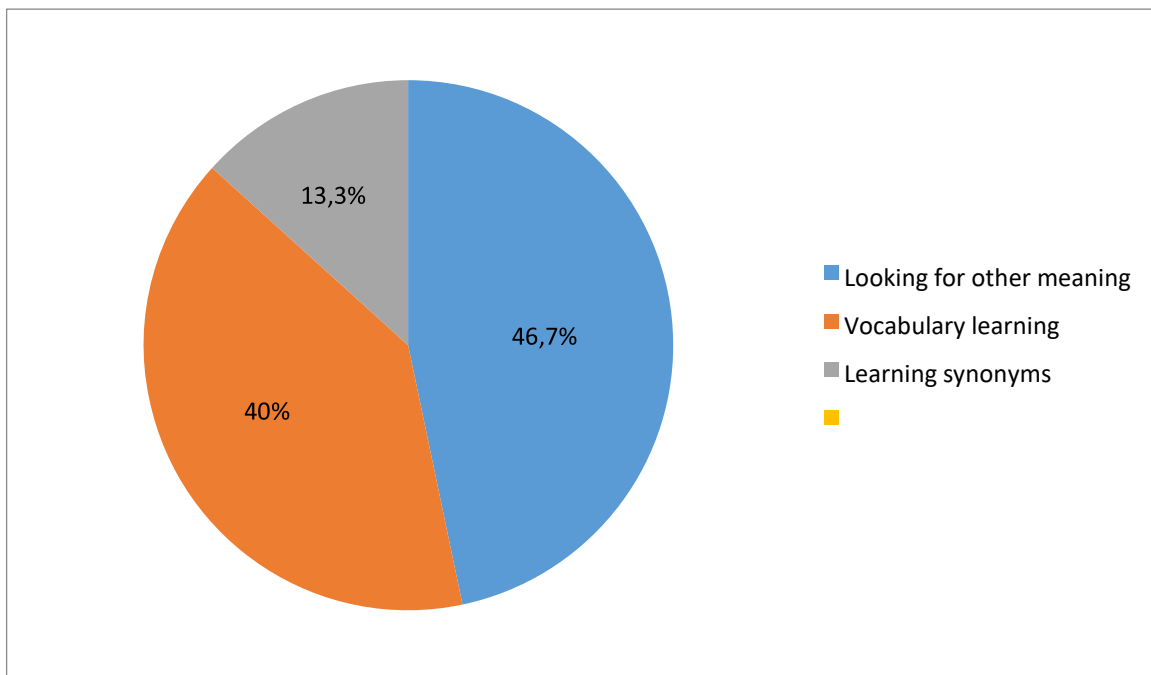


Figure 3.5 : Aspects of language students intend to improve by using the dictionary.

From the statistics shown in figure 3.5 ; 46,7% of the students choose to look for the other meaning of the word when using the dictionary while 40% of the participants use the dictionary to improve vocabulary learning, and only 13,3% choose learning synonyms and 0 vote for other aspects.

Item 9 : How learning vocabulary through dictionaries help in oral expression courses ?.

Participants answers were as follows :

Some say that it helps to know new words to discuss and communicate with teachers and classmates, it helps to express thoughts without any fear of losing words and to give

opinions inside the classroom. Dictionaries provide new vocabulary and help avoid repetition.

Students will be able to have variety in using words and expressions.

Item 10 : What kind of method do your oral expression teachers use to present vocabulary ?

	Visual learning materials	Listening learning materials	Vocabulary games	Others
Participants	4	4	5	2

Table 3.6 : Methods that oral expression teachers use to presents vocabulary.

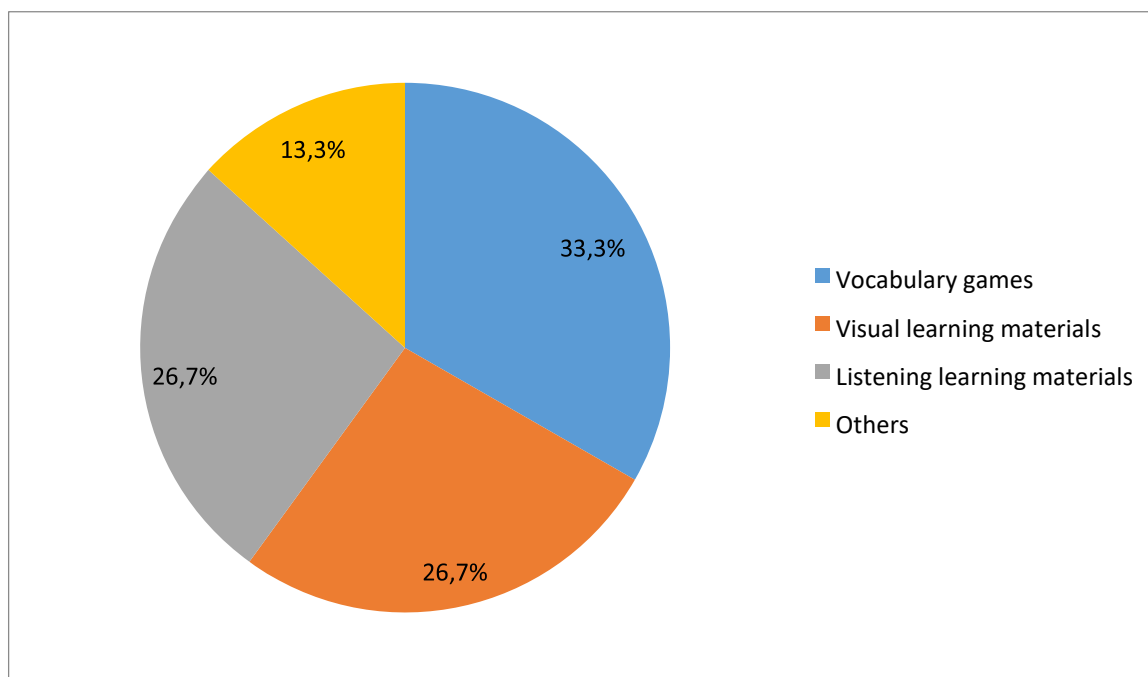


Figure 3.6 : Methods that oral expression teachers use to present vocabulary.

We can see from the figure 3.6 that four (4) participants choose visual learning materials as a method used by their oral teachers and other four (4) participants choose listening learning materials, while five (5) students choose the method of vocabulary games which is

the highest percentage chosen. Finally, only two (2) participants choose other activities not mentioned.

Item 11 : Which method do students prefer ?.

	Visual learning method	Listening learning method	Vocabulary games	Others
Participants	4	3	7	1

Table 3.7 : Learning methods that students prefer.

The majority of the students choose vocabulary games with a percentage of (26,7%) as a preferable method to acquire new vocabulary. Then comes the method of using visual learning material that teachers tend to use to catch up students' attention with a percentage of (26,8%). A slightly smaller percentage, (20,1%) of the participants chose listening learning material, while just one participant chooses other methods.

Item 12 : Did these methods help you to acquire new vocabulary ?.

	Yes	No
Participants	13	2

Table 3.8 : Investigation about the benefits of the used methods.

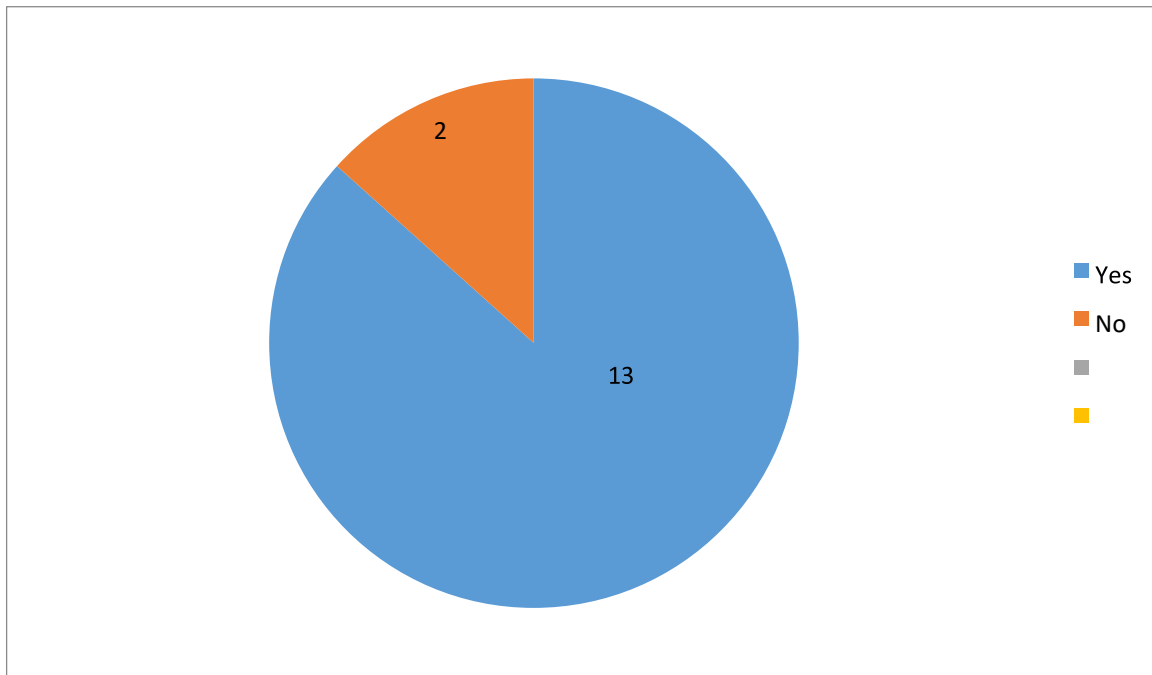


Figure 3.8 : Investigation about the benefits of the used methods.

This question was asked to see if the methods used by oral expression teachers affect positively or negatively students' progress in terms of acquiring new vocabulary. The majority of participants (86.7%) respond positively to whether the methods used in oral expression are beneficial to their progress. On the other hand , 13,3%(02 students) answered negatively, meaning that they do not consider the methods used by their teachers to be beneficial.

Item 13 : What Difficulties do you when participating during your oral classes ?

	Lack of vocabulary	Shyness	Others
Participants	4	6	5

Table 3.9 : Difficulties that students face when participating in oral classes.

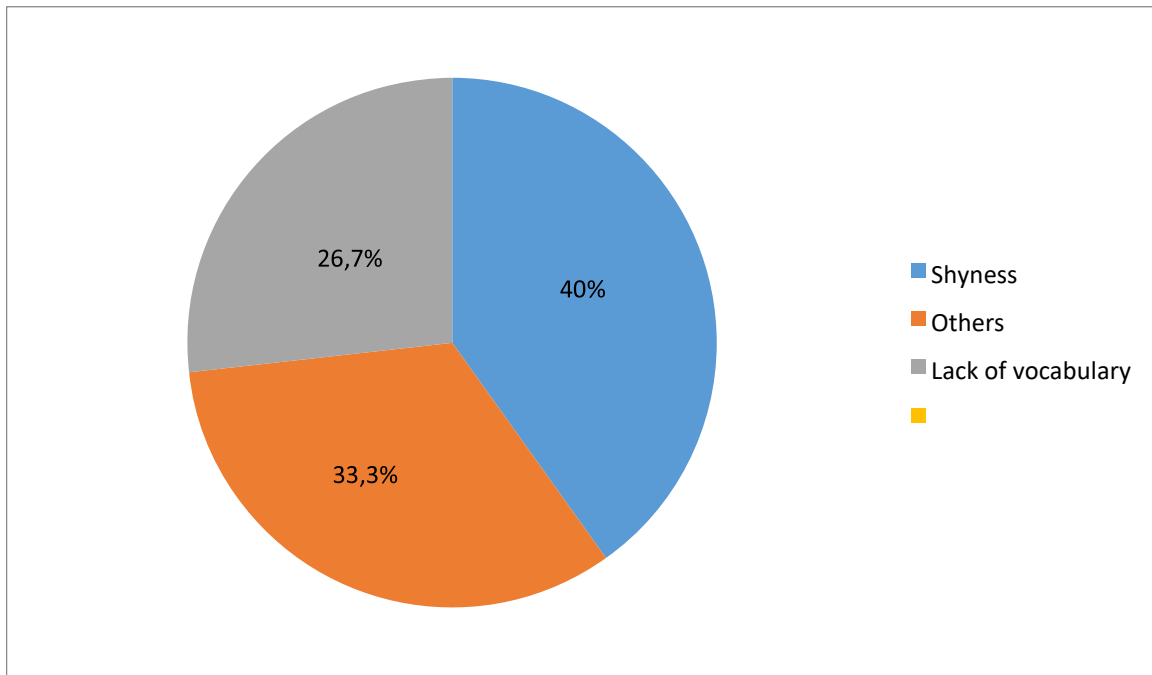


Figure 3.9 : Difficulties that students face when participating in oral classes.

The difficulties that students face while participating or speaking during oral expression classes were mostly shyness with a percentage of 40% in front of their classmates and teachers. 26,7% of the participants find difficulties in speaking because of lack of vocabulary and 33,3% have other issues that prevent them from participating in the classroom.

Item 14 : What do you do when you face difficulties while speaking ?

This question aims to reveal the students' reaction when they face difficulties while speaking.

Some of the participants say that they have to calm down and try to control stress level because mental health plays an important role while speaking in front of others.

Other participants try to gather the suitable expressions and vocabulary in order to speak effectively and comfortably, and some choose the easy way and ask for others' help. There are those who simply smile to cool down the atmosphere.

3.3 Teachers' interview :

Teachers' interview aims to collect data about different teachers' perspective regarding the use of dictionaries to gain vocabulary in oral expression courses. The main goal of this interview is to explore teachers' opinions and suggestions concerning the use of the dictionaries inside the classroom to expand vocabulary.

3.3.1 The Sample :

This interview was conducted with five (05) teachers, among those teachers there was an oral expression teacher, as this module has a relative connection with our study and the answers will help in a way or another to find some solutions or advice for the problem we are dealing with and this study stand on it.

3.3.2 Description of the Interview :

The teachers' interview was held in the aim of investigating the second research question « Do teachers encourage students to use dictionaries inside the classroom ? ». It also investigates the teachers' attitude towards the use of dictionaries in order to enrich students' vocabulary for the sake of participating in oral expression courses.

The teachers' interview contained eight (08) items. The first item explores the different courses teachers teach. The second item investigates the necessity of using the dictionary inside the classroom for teachers, while the third item is about the suggestion of the beneficial dictionaries from teachers to students. The fourth item shows the importance of vocabulary in oral expression courses. Item five highlights the characteristics of the learner with rich vocabulary background. Item six indicates the advice that teachers could give to their students' to enrich their vocabulary. The seventh item investigates the different activities that teachers use within their courses to teach vocabulary and the last item is teachers' point of view regarding the importance of using dictionaries to teach vocabulary.

Teacher were identified in this interview anonymously on purpose to avoid any ethical issues that is why we have used letters to refer to the interviewees, such as « A », « B », « C », « D » and « E ».

3.3.3 Analysis and Interpretation of the Results :

Item 1 : Which courses do you teach ?.

This question aims to differentiate between teachers depending on the module they teach and in order to see how relevant their modules are to our research topic.

Interviewee A : Written Expression, ESP.

Interviewee B : Written expression, Literature and Grammar.

Interviewee C : Linguistics, Methodology.

Interviewee D : Writing, Grammar, Linguistics, Reading and Applied Linguistics.

Interviewee E : Oral Expression, Methodology.

According to the answers one teaches out of the five interviewees teaches oral expression, which is the module on which the whole study stands. While the other modules may also have a solid relationship with the topic of the research.

Item 2 : Have you used or do you use dictionaries inside the classroom as a teaching tool ?.

Interviewee A : Sometimes

Interviewee B : Yes

Interviewee C : Yes

Interviewee D : Yes, once necessary, I use it.

Interviewee E : Yes, most of the time.

This question investigates the importance of using dictionaries inside the classroom for teachers. Most of the teachers with yes, meaning that they use dictionaries in their courses.

Item 3 : What kind of dictionary do you suggest to your students to use ?.

Since teachers have valuable experience in teaching a second language, they know the suitable dictionary that students must use to acquire vocabulary of the target language.

Interviewee A : E-dictionaries.

Interviewee B : E-dictionaries.

Interviewee C : Oxford or any other English-English.

Interviewee D : Oxford or any one that can be helpful.

Interviewee E : E-dictionaries.

The answers were diverse, some suggest the E-dictionaries while others suggest Oxford dictionary or any useful one.

Item 4 : To what extent do you think vocabulary is important in oral expression courses ?.

Interviewee A : Very important.

Interviewee B : Very important.

Interviewee C : Vocabulary is the heart of the speaking skill that enables students to speak in many idioms.

Interviewee D : Of course, it is crucial because it is needed while speaking.

Interviewee E : Since I am an oral expression teacher, the main goal of this module is to make students interact orally and to do that they need vocabulary so it is very important for students to acquire vocabulary .

The answers were all somehow similar, teachers think that vocabulary is the heart of speaking and especially in the oral expression module.

Item 5 : In your opinion, what are the major characteristics of a learner with a rich vocabulary background ?.

Interviewee A : Fluent speech and coherent writing.

Interviewee B : A good reader who takes notes and selects from his readings the best.

Interviewee C : Learners with rich vocabulary are self confident, fluent speakers.

Interviewee D : A fluent speaker with a good accent.

Interviewee E : A good speaker, reader and writer.

The major characteristics of a learner with rich vocabulary background according to teachers' perspective is the one who is fluent speaker and a good reader and a good writer.

Item 6 : As a teacher, what advice can you give your students to enrich their vocabulary ?.

Interviewee A : To be exposed to your target language.

Interviewee B : Intensive reading, taking notes, varying topics and listening.

Interviewee C : To be consistent in learning vocabulary and to learn in context.

Interviewee D : Reading is the best way i think to acquire it in addition to listening.

Interviewee E : To listen more than to speak.

Based on teachers answers, their advice to students to learn vocabulary is to read a lot and to be exposed to the target language.

Item 7 : Are there any specific activities you use within your course to teach vocabulary ?

This question aims to show the different activities that teachers use to teach vocabulary to their students.

Interviewee A : Games and interactive activities.

Interviewee B : Topic discussions, games, summarizing stories .

Interviewee C : The use of games.

Interviewee D : Yes, fill in the gaps, matching, odd words ...etc.

Interviewee E : Vocabulary games, watching videos or discussing a topic .

From the answers above we can notice that each teacher has a specific method that can catch students' attention to interact with their teacher and to learn vocabulary, the common activity used by teachers is vocabulary games while the other activities were different but beneficial.

Item 8 : In your opinion, how are dictionaries important as an instruction tool to teach vocabulary ?.

Interviewee A : they provide accurate definitions with examples.

Interviewee B : It is good when we learn words in real examples not isolated and use them in conversations.

Interviewee C : They are important in acquiring good language background.

Interviewee D : Very much useful for both teachers and students in all ways.

Interviewee E : I think dictionaries are very important as an instruction tool to teach vocabulary, its impact on students' progress is great.

The aim of this question is to know the importance of dictionaries as an instruction tool. All the teachers describe how important and very useful are dictionaries in the teaching and

learning process. For example interviewee « A » says that dictionaries provide accurate definitions with examples while the other interviewees mentioned how important it is.

3.4 Discussion of the Results

As an overview, the main aim of the current study was to investigate the role of dictionaries in expanding students' vocabulary in oral expression courses for first year LMD students. For this reason, its objective is to help learners to expand their vocabulary background. In addition, the study recommend the adoption of dictionaries as a tool for learning new vocabulary.

The study has provided important and interesting results on the investigation of the use of dictionaries in expanding students' vocabulary in oral expression courses for first year LMD students at Biskra University. The results of this study which have been shown from the analysis of two data gathering tools were generally positive in many ways. The study showed that first year English students at Biskra University use online and paper dictionaries to expand their vocabulary by learning new words. The study also showed teachers' interest toward the use of dictionary as an instruction tool to teach vocabulary.

The results collected from the analysis of the students' and the teachers' interview questionnaire showed the most pertinent points that have been mentioned in this research. After analyzing both students and teachers' answers, we end up with the following notes :

First of all, students' answers were varied and similar in some points but different in others, most of the students use the dictionary but in an online version because they find it easy to access. Students use the dictionary as a reliable source of vocabulary especially inside the classroom were they need to talk with their mates and participate in multiple topic discussions. They also use other activities to acquire new vocabulary because they need it especially in oral expression courses.

Moreover, teachers' answers were interesting regarding their teaching experience. Hence, after the interview we found out that teachers use dictionaries inside the classroom and they encourage their students to use dictionaries to gain new vocabulary. They also use other activities to teach vocabulary such as video games and topic discussions.

Finally, the collected data revealed a strong link between dictionary and vocabulary acquiring.

Conclusion

This chapter deals with the analysis of the results of two data gathering tools (students' questionnaire and teachers' interview) and their interpretation.

The first data gathering tool was a students' questionnaire which was analyzed with great attention using tables and figures to illustrate the statistics, in addition to that a descriptive analysis was also used to describe statistical data so that they have the exact analysis.

The second tool was the teachers' interview which was analyzed only descriptively to get a general overview about the obtained results, and we end up the third chapter with a discussion of the results.

All in all, we can say that students' answers were interesting because of the awareness they have toward the use of dictionary and how important is for students especially in oral expression courses. Besides, teachers' valuable answers were an addition to this study and they show a supportive agreement on what we have assumed in our research by highlighting the importance of the dictionary in developing students' vocabulary level.

As a conclusion to what we have said, this chapter supplies answers to the research question of this study, both students' and teachers' answers were taken into consideration to confirm the research hypotheses.

General Conclusion

Speaking is a fundamental skill that one can transfer the inner knowledge to the external world by using varied vocabulary. There are different ways to acquire vocabulary and the easiest way to do that is by using a dictionary to find the appropriate word for constructing a clear sentence.

The current dissertation has investigated the role of dictionaries in expanding students' vocabulary in oral expression courses. Therefore, the dissertations' objective was to explore the effect of using a dictionary inside the classroom on students' vocabulary progress in order to be able to participate in oral expression courses because students are struggling with the lack of vocabulary. In addition, the dictionary has a major role in developing the students' vocabulary as it was explained in the first and the second chapter about its great importance in the practical life and helping to increase vocabulary. The dictionary today is indispensable for teachers and students because it is an easy tool that provides hundreds of words and synonyms.

The first chapter was an overview about the meaning of vocabulary, types of vocabulary usage and its importance in students speaking development. While the second chapter dealt with the importance of the dictionary in expanding students' vocabulary. In addition to what precedes, the third chapter was a collection of data to test hypotheses using students' questionnaire and teachers' interview.

Suggestions and Recommendations

The use of dictionaries for educational purposes has become necessary have among students in order to develop especially their speaking skill. Therefore, dictionaries, paper or online specifically e-dictionaries were it can be found in every students' smart phones. The misuse of the dictionary may lead the student to bad results that's this study recommend the following suggestions:

- Choosing the needed dictionary will provide a good results.
- Using different dictionaries in order to find the appropriate word.

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Appendices

Appendix 01
Students' questionnaire

Dear students

You are kindly requested to answer the following questionnaire, which aims at « Investigating the role of using dictionaries in oral expression classes in expanding students' vocabulary.

Make sure to answer the questions carefully by ticking in the right box.

Thank you in advance for your time.

Part One: Background Information's

Q1- Specify your level in English.

A-Very good b- Good C- Average D- Less than average

Q2-Why did you choose to study English at University?

A-I just love it b-To travel c-It is my parents' choice
D-It offers good jobs

Part 2: Students' perspective towards learning vocabulary.

Q3-Which kind of dictionary do you usually use?

A-Online monolingual Dictionary

B-Online bilingual
dictionary

C-Paper monolingual dictionary

D-Paper bilingual dictionary

Q4-What advantages do you think using online and paper monolingual dictionaries offer?

—

Q5-What advantages do you think using online and paper bilingual dictionaries offer?

—

Q6-Are there any disadvantages to these types of dictionaries.

—

Q7-What kind of activities do you engage in to acquire new vocabulary?

A Reading books b-Listening material in English c-Vocabulary games
d -Other activities

Q8-Which aspect of language you intend to improve when using dictionary?

A-Learning synonyms b-Vocabulary learning c looking for other meaning of the word

d-Others

Q9-How learning vocabulary through the dictionaries help you in your oral expression classes?

-

Q10-What kind of method do your oral expression teachers use to present vocabulary.

A-Visual learning materials b-Listening learning materials

C-Vocabulary games d-Others

Q11-Which method do you prefer.

-

Q12-What difficulties do you face when it comes to participate during your oral classes?

A-Lack of vocabulary

B-Shyness

c-Others

14-What do you do when you face difficulties while speaking?

-

Appendix 02

Teachers' Interview

Investigating the role of Dictionaries in expanding students' vocabulary.

Dear Teachers,

This interview aims at « Investigating the role of dictionaries in expanding students' vocabulary. You are gently asked to answer the questions. Your answers will be so much helpful for planning future instructions.

Thank you in advance.

Q1-Which courses do you teach.

–

Q2-Have you used or do you use dictionaries inside the classroom as a teaching tool?

–

Q3-What kind of dictionary you suggest to your students to use?

–

Q4-To what extent do you think vocabulary is important in oral expression courses?

Q5-In your opinion, what are the major characteristics of a learner with rich vocabulary background? _

Q6- As a teacher, what advice can you give to your students to enrich their vocabulary.

–

Q7-Are there any specific activities you use within your course to teach vocabulary?

Q8-In your point of view, how are dictionaries important as an instruction tool to teach vocabulary?

المخلص

يعد تعلم الزاد المفرداتي جانباً مهماً يساعد في تحسين مستوى الكفاءة الفكرية. يساعد الطلبة أيضاً في إثبات حضورهم خاصة في حصة التعبير الشفهي، التي تتطلب التحدث ومناقشة مختلف المواضيع مع زملائهم وأساتذتهم.

يواجه أغلب طلبة السنة الأولى جامعي صعوبات في التكلم أمام أصدقائهم، خوفاً من المشاركة داخل القسم بسبب الخجل أو نقص الزاد اللغوي، وبالتالي تهدف هذه الدراسة في التحقيق في دور استعمال المعاجم في حصص التعبير الشفهي في زيادة الزاد المفرداتي لدى الطلبة. تقترح فرضيات هاتمة الدراسة أن استعمال المعاجم كمصدر أساسي لاكتساب مفردات جديدة

يؤثر ايجابيا على أداء الطلبة داخل القسم. الطريقة المستعملة في هاتھ الدراسة هي الطريقة التي تعتمد على الوصف، الأدوات

المستعملة لجمع البيانات حول رأي الطلبة والأساتذة حول استعمال القاموس وأهميته في تعلم مفردات جديدة، هاتين الأداةين هما استبيان للطلبة ومقابلة شفوية مع الأساتذة. المستجدات أثبتت أن الطلبة تستعمل القاموس لكسب مفردات جديدة.