



**INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO
ISCED-HUÍLA**

**EXPLORING THE USE OF BILINGUAL DICTIONARIES FOR DEVELOPING
EFL VOCABULARY AT *LICEU 26 DE ABRIL Nº 1677* - LUBANGO**

**Projecto Apresentado para o Trabalho de Obtenção do Grau de
Licenciado no Ensino de Inglês**

AUTOR: Estêvão Catengue Alfredo

Tutor: Professor Doutor, Joaquim Sapalo **CASTILHO CACUMBA**

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DECLARAÇÃO DE AUTORIA

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Eu, Estêvão Catengue Alfredo, tenho a plena consciência que a cópia ou plágio constituem uma grave violação da ética académica e que podem gerar responsabilidade civil, criminal e disciplinar.

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Lubango, aos 06 de Julho de 2022.

O Autor

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DEDICATION

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The current monograph is dedicated to my parents Joaquim Alfredo and Bernarda Kalende Alfredo and to my grandparents José Tyipoke (in memory) and Francisco Joni Tyicambi (in memory).

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ABSTRACT

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The purpose of this study aimed to explore the students' and teachers' attitudes and perceptions about the use of dictionary for developing EFL students' vocabulary at Liceu 26 de Abril Nº 1677-Lubango, while that, students had problems when using vocabulary. That is to say that, the lack of instruction in dictionary use is the reason. Consequently, students were not able to learn English as a Foreign Language Efficiently. For this research, 30 students and 10 English teachers were taken to participate as samples. It was used two questionnaires (i.e. for teachers' questionnaire and students' questionnaire) were used as data collection instruments. Therefore, the main findings obtained from this study reveal that **(1)** students don't take advantages of Bilingual Dictionary at all while that teachers recommend monolingual dictionaries than bilingual and the reason has to do with misconception **(2)** Electronic dictionary, On-line dictionary and Pocket electronic dictionary seem to be unknown tools in the process of learning EFL, which means that students are not able to take advantages of all types of dictionaries **(3) 93%** of the respondents (students) undertakes that they never were taught on how to use a dictionary, as a result, students encounter so many difficulties in the use of dictionary. Moreover, the study concluded that to reduce the problems, students should be taught on how to use dictionaries and to explore the different types of dictionaries.

Keywords: Bilingualism, Dictionary, Mother Tong, First Language, Second Language, Foreign Language, Vocabulary.

RESUMO

RESUMO

A presente investigação tem como propósito, a Exploração das Atitudes e Percepção dos Professores no Uso de Dicionários Para o Desenvolvimento do Vocabulário do Ensino da Língua Inglesa no Liceu 26 de Abril Nº 1677-Lubango, Visto que os estudantes deparam com problemas no uso do vocabulário. Para dizer que tal se deve a falta de instrução no uso de dicionário. Como consequência, os estudantes não eram capazes de aprender a língua estrangeira com eficiência. Para este estudo, foram seleccionados como amostra 30 estudantes e 10 professores. Foram utilizados dois questionários sendo um dos estudantes e o segundo para professores, que serviram como instrumentos de recolha de dados. Portanto, obteve-se os seguintes resultados **(1)** Os estudantes não tiram vantagens do uso completo do Dicionário Bilíngue, porquanto, os professores devido aos maus entendidos recomendam o Dicionário Monolíngue **(2)** parecem desconher os Dicionários Electónicos, Dicionários On-line e Mini-Dicionários, como ferramentas fundamentais no processo de ensino e aprendizagem, não explorando as vantagens de todo tipo de dicionários. **(3) 93%** dos estudantes participantes afirmam que nunca aprenderam como usar o dicionário, como resultado eles encontram muitas dificuldades para manusear um dicionário. Outrossim, a investigação concluiu que para dirimir as barreiras identificadas os estudantes deveriam ser ensinados como usar os diferentes tipos de dicionários.

Keywords: Bilingualismo, Dicionário, Língua Materna, Primeira Língua, Segunda Língua, Língua Estrangeira, Vocabulário.

INTRODUCTION

This study, aimed to explore the students' and teachers' attitudes and perceptions about the use of the dictionary for developing EFL students' vocabulary at Liceu 26 de Abril N° 1677-Lubango. Dictionaries has been used to enhance second language with vocabulary for decades and for many purposes in academic life, being considered as one of the fundamental tools used to learn and teaching English as a Foreign Language, despite of that many students and teachers misuse Bilingual Dictionaries in order to sustain their Learning and Teaching English as a Foreign language, because they don't give much importance to the use of it (Shamshirian, 2015 and Hamouda, 2013). By the way students by using Bilingual Dictionaries will be able to develop their vocabulary proficiency and the use of Bilingual Dictionaries permits them to learn English as a Foreign Language successfully focusing on the meaning of vocabulary (Bishop, 2007).

We may affirm that Bilingual Dictionaries are intrinsically related to vocabulary meaning consulting which facilitate the process of learning and teaching English as a Foreign Language, there is no vocabulary without Dictionaries and neither Foreign Language without vocabulary.

Students encounter several problems in the dictionary use because they not take advantages of different types of dictionaries, while that most of them recognise that, dictionaries are importants to academic life mostly for teaching and learning English as a Foreign Language, althugh of nowing its importance, it is necessary to teach students on how to manage dictionaries to avoid the lack of proficiency in terms of language domain, and these strategies have been neglected by many teachers which lead students to avoid using dictionaires while in the classroom. (Chan, 2010; Thompson, 1987; Homouda, 213 and G. A. Marmol, 2013)

For my two years of observing and teaching practice (TP) at **Liceu 26 de Abril N° 1677-Lubango**, my colleagues and I always seemed to face most of the students to encounter many difficulties in achieving the required level of vocabulary proficiency. and one of the factors due to the identified problem is the inadequate training of students in the use of dictionaries. Consequently,

students were not able to learn English as a Foreign Language Efficiently, and several authors in the like: Albereghi (2015) Al Sayed, and Siddiek (2015); Chan (2010); Hatabb (2014) and Pousi (2010), they recommended the strategy of using dictionaries mostly the bilingual one, in order to overcome the lack of vocabulary proficiency.

Therefore, to work on this investigation it was formulated a total of three research objectives as it follow below:

- To determine the kind of dictionary students do usually use and why.
- To describe the dictionary, they would prefer.
- To determine if students can use the dictionary to enhance learning.

From the above research objectives, we have selected the following research questions:

- What kind of dictionary do students usually use and why?
- Which dictionary would they prefer?
- How can students use the dictionary to enhance learning?

Moreover, in order to respond the questions already set and to achieve the objectives of the current study were used as data collection two instruments (i.e. for teachers' questionnaire and students' questionnaire). No hypothesis were propused becouse the present work used a descriptive study, based on its purpose which aimed to explore the students' and teachers' attitudes and perceptions about the use of the dictionary in general and the bilingual one in particular for developing EFL students' vocabulary at Liceu 26 de Abril N° 1677- Lubango. however, any research may find solutions to the identified problem, and we do believe that study will demonstrate how students may overcome some dictionaries use problem by foccusing on several strategies.

Regarding to the significance of the investigation it will play a vital importance for teachers, students, police makers and future researcher while teaching and learning English as a Foreign Language, as it follow:

Concerning to teachers and students, the findings of this study will be, to a greater extent, of significant importance for them to identify problems and

possible technics to overcome the negative attitudes towards the use of bilingual dictionary.

The policy-makers, this research proposal will help curriculum designers take into account students' needs and interests in designing the curricula; this means that, this study can help syllabus designers and material writers in planning some necessary ways that will help students to solve the problems relating the useless of bilingual dictionaries for EFL vocabulary development.

This investigation, may also assist teachers to establish the relationship between the use of dictionaries and successful teaching. And for more it may prompt teacher to reflect upon how they can help their students on learning EFL by using dictionaries.

As a novice in the field of this research study will provide me with strategies and techniques on why and how to use dictionaries in an effective and efficient manner in order to avoid lack of creativity and productive which leads the teachers finding the vocabulary difficult to teach.

The researchers will find some problems that pupils may encounter when dealing with the use of bilingual dictionaries and some suggestions was proposed by different authors in order to overcome the identified challenging.

To achieve the objective of this monograph, the paper is divided into three main chapters: Being the first one literature review. The second chapter is concerning the research methodology used to collect the data as well the findings from the research instruments. The third and last chapter analyses and discusses the most relevant results obtained through the research work.

0. Introduction

It is self-evident that vocabulary plays an important role in the process of language learning, nowadays teaching English as a foreign language over the world became a challenge, and many items are required in like phonological, morphological, syntactical, and semantic in addition to etymological and usage information, so that learners of EFL empower their language in terms of fluency and proficiency. (G. A. Marmol 2013), it is estimated that vocabulary learning from context is only possible and reliable when the student understands between 95% and 98% of the text. This means that the learner must know at least 3.000 to 3.500 words in order to be able to infer meaning in authentic non-specialized texts (Nation 1990). Therefore, to overcome the problems encountered in vocabulary learning our research study will be aimed to explore the students' and teachers' attitudes and perceptions about the use of the dictionary in general and the bilingual one in particular in order for developing EFL students' vocabulary...

CHAPTER I – LITERATURE REVIEW

1. Definitions of Terminology

1.1. Bilingualism

In this section we are going to define some terminologies considered important for this study, such as *Bilingual*. And according to Richard and Schmidt (2002, p: 51) define *Bilingual* as:

A person who uses at least two languages with some degree of proficiency. In everyday use bilingual usually means a person who speaks, reads or understand two languages equally well (a balanced bilingual), but a bilingual person always has a better knowledge of one language than another.

According to Yule (2006:238) defines bilingual as being a term used to describe a native speaker of two languages or a country of two official languages, in contrast to **monolingual**.

1.2. Dictionary

Many authors in ELT, consider dictionaries to be one of the most important source of language proficiency and according to Landau (1984) dictionaries are:

Books that contains list of words in alphabetical order with descriptions of their meanings.

Dignen (1992) states that a dictionary would be regarded as a book that gives a list of words in alphabetical order, with their meaning with the same or in another language and use, as well as their pronunciation.

Rohmatillah, (2016: 189) states that dictionary consists of alphabetically list of words that display information about definition, spelling, grammar, pronunciation, etymology and usage of words.

1.3. Mother Tongue

Many linguists have tried to define mother tongue, and we think that most of them consider that mother tongue the language acquired by the children in their in born environment.

Richard J. C. and R. Schmidt, (2002: 343), affirms that mother tongue is (usually) a FIRST LANGUAGE which is acquired at home.

Yadav, (2014:572), defines mother tongue, as native or first language, is what a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus becomes the basis for social identity and becomes the medium of learning in school and society.

Ferreira defines (2004:1) mother tongue defined as being the person's first language to learn before any other.

We may conclude that mother tongue is seen as the person's first language acquired in birth environment with luck of effort, it is acquired in a natural atmosphere involving mother and father; there is no rule in other to assimilate it. It starts from pregnancy and finish with the production of the first language.

1.3.1. First Language

According to Richard and Schmidt, (2012: 202) defines First Language as (generally) a person's mother tongue or the language acquired first. In multilingual communities, however, where a child may gradually shift from the main use of language to the main use of another (e.g. because of the influence of a school language), first language may refer to the language the child feels most comfortable using.

Lightbown and Spada (1993: 121) state that first language should be understood as the language first learned and they consider this language as mother tongue or native language. According to Harmer (2007), L1 (first Language) is regarded as a speaker's main language, usually their mother tongue.

Finally, Ferreira (2004) concludes that a person may have many L1s not referring to the one they learned first, but rather to the one which the speaker feels most comfortable using or use most under certain conditions. For instance, one may have Portuguese as their first language while at work, even having Kikongo as their mother tongue.

1.3.2. Second Language

Stern (1983: 13), reports that Second Language can be considered as 'any language acquired (or to be acquired later than the native language) or a language which indicates a lower level of actual or believe proficiency.

Richard et al. (1992) cited by Ferreira (2004:2), affirms that Second Language 'is not the native language in a country but which is widely used as medium of communication (e.g. in education and in government) and which is usually used alongside another language or languages'

According to Richard and Schmidt (2002: 472) defines Second Language as:

In a broad sense any language learned after one has learnt one's native language. However, when contrasted with FOREIGN LANGUAGE, the term refers more narrowly to a language that plays a major role in a particular country or region though it may not be the first language of many people who use it. For example, learning of English by immigrants in the US or the learning Catalan by speakers of Spanish in Catalonia (an autonomous region of Spain) are cases of second (not foreign) language learning, because those languages are necessary for survival in those societies. English is also a second language for many people in countries like Nigeria, Indian, Singapore and the Philippines; because English fulfills many important functions in those countries (including the business of education and government) and learning English is necessary to be successful within that context. (Some people in these countries however, may acquire English as a first language, if it is the main language used at home.

1.3.3. Foreign Language

Richard and Schmidt (2002: 206), define foreign language as a language which is not the NATIVE LANGUAGE of a large number of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language, is defined by several researchers as the none native language that is spoken in a particular country or region.

1.3.4. Vocabulary

According to Richard and Schmidt (2002: 580), defines vocabulary as a set of lexemes, including single words, compound words and idioms. And by International Student's Edition defines vocabulary as all the words that a person knows or uses.

1.4. The Effect of Using Bilingual Dictionaries

G. A. Marmol. (2013) refer to the positive effect of using bilingual dictionary such as:

- Vocabulary acquisition.
- Vocabulary learning.
- Reading comprehension.

By Hamouda, A. (2013), bilingual dictionary is important because it can provide such elements above:

- A quick and direct access to the meaning of unknown word.
- Spelling and pronunciation.

And Shamshirian, M. (2015), considers the use of bilingual dictionaries as important because;

- They provide meaning in a very accessible way.
- They are bi-directed English first language and first language.
- Give students security of concrete answers.

- Is a powerful and effective pedagogical tool.
- Are ideal for quick consultation.
- Can aid intermediate students to comprehend a text more efficiently.

By Lappescu and Day (1993), in her article entitled, *Assessing the Effect of Utilizing Monolingual and Bilingual Dictionaries on EFL Learners Vocabulary* states that the use of bilingual dictionary enhances vocabulary learning (through reading). And putting all these together we may conclude that bilingual dictionary plays a vital importance in the process of learning English as a foreign language, while that it can provide students with useful features that leads them to the proficiency such as:

- Increase decoding difficult words.
- Development of language proficiency.
- Increase vocabulary knowledge.
- Increase reading comprehension.

1.5. Studies Conducted on the Use of Bilingual Dictionaries for developing EFL vocabulary.

- **What kind of dictionary do students usually use and why?**

The study conducted by Shamshirian, M. (2015). *On Assessing the Effect of Utilizing Monolingual and Bilingual Dictionaries on EFL Learners' Vocabulary*. The study was conducted at Zeynabiyeh high school, in Iran. The participants were 77 females EFL high school students from Arak in Iran. The instrument used was a questionnaire. The findings of the study revealed that there is a significant relationship between the use of bilingual and monolingual dictionaries and the EFL learners' vocabulary.

Laufer, B. (2014), delivered a survey. *On Examining the Effectiveness of 'Bilingual Dictionary Plus' – A Dictionary for Production in a Foreign Language*. The investigation was carried on at university of Haifa, in Israel. The participants were seventy five students. The instrument used was a questionnaire. Surveys of dictionary use indicate that the majority of foreign language learners prefer

bilingual L2-L1 dictionaries and use them mainly to find the meaning of unknown foreign (L2) words (Atkins 1985, Piotrowsky 1989). However, if learners writing in L2 need an L2 word designating a familiar L1 concept, they do not readily turn to an L1-L2 dictionary for help. The reason for this may lie in a serious limitation of most L1-L2 bilingual dictionaries. They rarely differentiate between the possible L2 translations of the L1 word, nor do they provide information regarding the use of each translation option.

- **Which dictionary would they prefer?**

The study delivered by Ali, H. I. (2012). On the Monolingual Dictionary Use in an EFL Context. The study was conducted in Oman. The participants were 20 teachers and 100 students from the School of Foundation Studies Caledonian College of Engineering. The instrument used was a questionnaire. The results revealed that the vast majority of the teachers prefer their students to use monolingual dictionaries because they will help them acquire foreign language more effectively and that the bilingual dictionaries are likely to encourage translation, whereas most of the students prefer bilingual and bilingualised dictionaries because they feel they are practical and easy to use.

Reflecting on the investigation carried by, Chan (2010). On Bilingualised or monolingual dictionaries? Preferences and practices of advanced ESL learners in Hong Kong. The study delivered by. The participants were about 160 university English major in Hong Kong and three focus groups interviews were conducted with 14 of these participants. The instrument used was a questionnaire. The results of the study showed that learners' own perception of the advantages and disadvantages of the two types of dictionaries were largely in line with previous research findings, but some learners had some mistaken beliefs about bilingualised dictionaries, specially about the alleged lack of definitions and usage information. Misconceptions such as these could be dispelled by ESL teachers who, by designing programmes which incorporate the use of bilingualised dictionaries, alert their learners to the bank of information such dictionaries can provide. Editors of bilingual dictionaries could adopt more eye-catching special features or highlighting techniques to attract users' attention to

the usage information included. When encountering difficulties, learners should be encouraged to use both types of dictionaries.

- **How can students use the dictionary to enhance learning?**

The study carried on by Hamouda, A. (2013). On A Study of Dictionary Saudi first-year students at the college of Arabic language and social studies at Qassim University. In Saudi Arabia. Two data-collection instruments were used in this study, namely a questionnaire and interview. The results of the questionnaire show that Saudi students do not take full advantages of the different dictionaries available, and that they are not trained on how to make full use of the dictionaries. For example, most of them pay attention only to definition or meaning of a word while neglecting the pragmatic aspect of the word, collocation as well as word formation knowledge. Results indicate the superiority of the e-dictionary over the other types of dictionaries. Another more important finding was that participants favoured bilingual dictionaries over monolingual dictionaries particularly when finding meaning of unknown words. Other information such as, pronunciation, usage and example was of secondary importance. The final conclusion reached reported some difficulties that the students face when they use dictionaries. The results suggest that the failure to locate the right entry is a common problem among Saudi EFL students. The implications of these and other findings are discussed and suggestions made regarding the importance of teaching dictionary skills in educational settings.

The research was conducted On Training Dictionary Use: A teaching intervention in a 9th grade EFL classroom in Finland by Pousi, A. (2010). The current investigation was conducted in Finland. The participants were a total of 37 secondary school in Southern Finland represented into two 9th grade. The instrument used was a test-questionnaire. The results of the study show that the dictionary training session increased the percentage of accurate from 64.3% to 78.9%. the majority of the pupils found dictionary use quite easy. There were no clear differences between the answers of the training group and those of the control group. When using dictionary, the participants reported on six different kinds of problems: difficult in finding the entry, not finding the entry at all, the slowness of dictionary use, difficulties induced by the dictionary layout, difficult in

understanding the meaning given by the dictionary, and the affixation of English words. It suggests that these problems should be taken into account when planning for dictionary training in the EFL classroom. It is hoped that the results of the present study would encourage teachers to devote some classroom time to dictionary training. Further research in the field could concentrate on the productive use of dictionaries, or on the dictionary use of beginners.

1.6. Dictionaries in Language Learning and Teaching

Dictionaries according to many authors are fundamental and indispensable tool for the process of learning and teaching English as a Foreign Language and provide learners with access to many information related to vocabulary learning strategy, by using dictionaries the learners may focus on the morphological, syntactical and semantic issues (Hamouda, A. 2013; Pausi, A. 2010 and Shamshirian, M. 2015).

1.6.1. Perceptions of dictionary use in the foreign language classroom

By the current investigation, we will discover that spite of some investigators discouraging the use of dictionaries many researchers have different discernment about dictionaries use in the foreign language classroom, but most of them recognize that dictionaries are really fundamental instrument in the process of learning and teaching EFL, and they disagree mostly on the types of dictionaries to be used in the classrooms (Pausi, A. 2010).

According to Hamouda, A. (2013), dictionaries are an indispensable tool for learning a foreign language in general. Dictionaries provide students with valuable information in all aspects of language. They include phonological, morphological syntactical and semantic information in addition to etymological and usage information. Hamouda, states that, unfortunately, there is currently a paucity of research on dictionary use by EFL learners and very little is known about the behavior and preference of dictionary users and the complex operation involved in a dictionary consultation.

Pausi, A. (2010) affirms that there have been several reasons to discourage dictionary use in foreign language classrooms: for instance, it has been seen as

inhibiting learners from developing important skills, such as guessing from context. Moreover, careless dictionary use may sometimes cause grave errors. Thornbury, 2002 sustains that these might lead teachers to think that dictionaries are not at all helpful in language learning while that according to Nation (2001), vocabulary learning as a whole should include meaning-focused input, language-focused learning, meaning-focused output and fluency development in approximately equal proportions. Dictionary use can be seen as a type of language focused learning, and thus has its role in foreign language vocabulary acquisition. He concludes that, dictionary use and other more implicit strategies of learning vocabulary should rather be seen as complementary approaches than as opposed or competing ones.

Opetushallitus (2004:139-140), in Finland's National Core Curriculum advocates for dictionary uses in the foreign language teaching. It mentions dictionary use as one of the language learning strategies that should be mastered as early as in the primary education. In the National Core Curriculum (Opetushallitus 2004: 139-140), the dictionary is listed as one of the means for finding information about the target language, alongside with the textbook, and as an efficient language learning strategy.

Shamshirian, M. (2015), supports that dictionary as a source of vocabulary learning can be really helpful for learners of English as a Foreign Language (EFL). And Kirkness (2004), tells that," the dictionary has long been and still is an essential source" and he has also stated that while there are a wide variety of ways to deal with vocabulary, the use of dictionary as the conventional method of instruction, in both first and second language learning, has been triggered by all the good results.

If we go throughout the authors above, we may conclude that, most of them recognize the importance of dictionaries use in the foreign language classroom, they have got a positive perception, considering that dictionaries are indispensable tool, which may provide for both learners and teachers with information about vocabulary. Dictionaries in the process of learning and teaching EFL, can be considered as a vocabulary learning strategy, that help learners to acquire language efficiently.

1.6.2. Types of dictionaries: advantages and disadvantages

There are so many types of dictionaries, but in spite of the dissimilarity between them, all of dictionaries will deal with vocabularies in a different perspective such as to inform the pronunciation, meaning, intonation, the usage in order to enhance the process of learning and teaching EFL. Shamshirian, A. (2015).

Atkins and Rundell (2008) defined a dictionary as a description of the vocabulary used by the members of a speech community. According to him there are approximately seven types of dictionaries: 1) Monolingual (L1-L1) Dictionaries, 2) Bilingual (L1-L2) Dictionaries, 3) Learner Dictionaries, 4) Picture Dictionaries, 5) Electronic/Multimedia Dictionaries, 6) Production Dictionaries and 7) Pocket Dictionaries. And these dictionaries are looked up as tools to facilitate the development of more strategies for learning a foreign language.

Nation (2001) mentioned two major advantages of using bilingual dictionary: first, they provide meaning in a very accessible way; second, they are be directed English first language and first language – English. But Fan (2000), stated that, L2 learners who successful find equal meaning of L1 and L2 may come to this conclusion that the different languages have similar or the same word forms or stylistic characteristics. Furthermore, some scholars like Thompson (1987) also believed that all the details which are in a monolingual dictionary for a single word can be equal given in a bilingual dictionary as well. Moreover, he thinks that bilingual dictionary is more worthwhile than monolingual one. Meanwhile, Yorio (1971) has pointed out that the bilingual dictionaries seem to give students security of concrete answer, while monolingual dictionaries often force students to guess and predict the meaning and lead to doubt and confusion. (Bensoussan, et al. 1984, as cited in Hayati, 2006, p.126) According to Béjoint (1987) bilingual dictionaries are ideal for quick consultation, while monolingual ones □□though more difficult to use, have the extra merits of introducing the user right into the lexical system of L2□□ (p. 104).

According to Shamshirian (2015), in spite of the fact that monolingual dictionaries are less helpful in L2 to L2 translations, a high percentage of

teachers are advising their students to use them to assist their reading comprehension and vocabulary acquisition, and Baxter (1980) cited by Shamshirian, 2015, states that more emphasis should be given to the use of monolingual dictionary, because it gives the meaning of words in a context and he keeps on with Underhil (1985) who has pointed out the attention of monolingual dictionaries on high frequency words is found to be much more than in bilingual dictionaries while that Schofield (1997) mentioned that some experts regard monolingual dictionaries as the most helpful vocabulary references. Finally Hayati and Fattahzadeh (2006) have also stated that a monolingual dictionary not only demonstrates definitions, but also other important aspects. He believes that more encouragement should be given to the use of monolingual dictionary, because it promotes fluency by offering definitions in context.

Following Pousi, A. (2010), states that it has been discussed what kinds of dictionaries would be the best for language learners. He says that the three main categories are monolingual, bilingual and bilingualised dictionaries. While **monolingual dictionaries** have the headword, definitions, examples and other information in the target language, the **bilingual** ones provide the meaning of a word in another, normally the user's native language. **Bilingual dictionaries**, on the other hand, offer both of these options: the information of monolingual dictionary in the target language and a translation of the head word (Nation 2001:290), he affirms that there are differences within these categories. For instance, monolingual dictionaries may be directed to beginner, intermediate or advanced learners of the language, or native speakers. In all categories, there are also specialised dictionaries that include vocabulary from a specific field, such as medicine or information technology.

According to Nation (2001), states that bilingual dictionaries have been criticised for encouraging the idea of the mother tongue, and for providing little information on the usage of words. However Nation (2001:290-294) points out, there are also many advantages in using a bilingual dictionary: the meaning of a word is easy to understand even for a beginner and the dictionary can also be used when writing or speaking in the target language. When using a

monolingual dictionary one has to take into account that usually a vocabulary of at least 2.000 words required of the user in order to understand the definitions.

Laufer and Hadar (1997:195) stated that on preadvanced and advanced EFL learners indicated that unskilled dictionary users performed better in comprehension and production when using a bilingual dictionary, as opposed to using a monolingual one. In the group of good dictionary users the results were the opposite: monolingual dictionary entries were more effective than the bilingual ones. The study also measured the usefulness of bilingualised dictionary, which was found to be the most effective aid for all groups.

Analysing the different outputs due to the types of dictionaries we may conclude that, the types of dictionaries are monolingual, bilingual and bilingualised ones and they both play different and an important role in the process of teaching and learning a foreign language such as: locating the right entry, selecting the most suitable definition, integrating the definition grammatically, selecting the most appropriate, and the researchers they try to demonstrate how the different types of dictionaries may represent advantages and disadvantages in terms of the use, which may lead us to a deep reflection on the different purposes they play in EFL.

1.6.3. The effectiveness of language learners' dictionary use and problems encountered

According to Pousi, A. (2010), when studying the ways in which second language learners use dictionaries; states that researchers have made use of questionnaires, analyses of filmed recording, observation of dictionary use and flow charts filled out after using a dictionary (Nation 2001:282). Studies have often been concerned with what kinds of dictionaries learners use, and how successful their vocabulary searches are (for example Atkins and Varantola 1998; Gonzalez 1999; Nesi and Hail 2002). Nation (2001:283) points out that there is a notable lack of studies about the dictionary use of less-proficient learners.

Nesi and Hail (2002:282), affirms that, 89 international students at a British university were asked to choose five unknown lexical items in a text of their

choice and look them up in a dictionary. The results of the study showed that 83.6% of the word searchers were successful (Nesi and Haill 2002:282). In a similar study on the dictionary use of ESL students at the City University of New York approximately 79% of the entries looked up by the students provided acceptable definitions (Gonzalez 1999:268). Pousi, Summarised that, one must say that the dictionary searches of these proficient adult learners of English were fairly successful. And he keeps on, that it needs to be pointed out, however, that even experienced language learners make mistakes when looking for word meanings in a dictionary.

Nesi and Haill (2002:282-283) by Pousi, discovered in their analysis of the dictionary search errors that, out of the total of 65 look-up failures, the subject could not find the correct entry or sub-entry in 34 cases. Only eight look-up failures were due to the fact that the appropriate meaning was not included in the dictionary consulted. 23 look-up failures were due to the fact that the subject failed to recognize the word class of the look-up word. In other case the subjects often accepted the first definition given for a polysemous word, even when it was not appropriate in the context. Nesi and Haill (2002:285) state that these errors ' were largely due to the subjects' lack of dictionary using skills" .

1.7. Skills needed for effective dictionary use

Following Pousi, A. (2010), he sustains that researchers often make a distinction between two ways of using dictionaries: **receptive use**, i.e. checking the meaning(s) of unknown word encountered in L2 reading or listening, and **productive use**, which aims at finding the appropriate word or expression when writing or speaking in the target language (Nation 2001, Scholfield 1997 and Thornbury 2002). Referring to Scholfield (1997:286); further distinguishes two kinds of lexical problems encountered in production. Either the learner needs to find an unknown L2 word for the meaning he/she wants to convey or some aspect of a familiar L2 word needs to be checked: this may involve looking at a words spelling, pronunciation, grammatical features, stylistic value or Typical collocates. While a monolingual dictionary can easily be used for receptive purposes and for finding more information about familiar L2 vocabulary,

bilingual dictionaries and thesauri are often considered easier to use when searching words that are unknown in the target language.

Nation (2001:2) identifies four distinct steps in both the receptive and productive use of dictionaries. The receptive use involves analyzing the context of the unknown word, finding the correct entry, choosing the right sub-entry, and applying the meaning to the original context in order to decide if the search was successful. All these steps require individual skills, such as recognising word classes and inflected forms, alphabetizing, and understanding the symbols and lay-out conventions of the dictionary. He states that quite different steps are involved when looking up words for productive purposes: these include finding the wanted word form, checking the constraints on the use of the word and finding out about its grammar and collocation.

Finally, Thornbury (2002:152), presents a list of key skills needed for effective dictionary use. These include recognising features of dictionary layout; understanding the coding and abbreviations used in the entries; discriminating between the different meanings of a word; cross-checking translation equivalents given in bilingual dictionaries; using synonyms, antonyms and other information the best word for the intended meaning; and inferring of an unfamiliar word after hearing it.

Pousi, concluded that some skills are mentioned by both Nation and Thornbury such as knowing the symbols, abbreviations lay-out conventions used in dictionaries and being able to use synonyms, opposite or related words for finding the correct word. However the emphases are different: while Nation, outline the dictionary search process as series of steps and clearly distinguishes between receptive and productive use, Thornbury pays more attention to the use of a bilingual dictionary and to the receptive use based on hearing.

We think that in our context in Angola, apart from other relevant skills **receptive use** which is related directly to checking the meanings in a dictionary by selecting activities like listening and reading **and productive** use related to

writing or speaking should be considered as the fundamental skills needed for effective dictionary use.

1.7.1. Training language learners in dictionary use

Different investigators dealing with the use of bilingual or monolingual dictionaries in EFL has recognized that although the vast majority of the students having their preferences in terms of dictionary use, they agree that to avoid the lack of proficiency, students are recommended to a training program in the use of dictionary, where the focus should be directed to training students in effective dictionary skills to enhance their vocabulary learning (Sabah & Mustafa, 2014; Hamouda, 2013 and Ali, 2012).

According, to Pousi (2010), states that various researchers underline the importance of training language learners in strategies that help them acquire vocabulary independently. And he suggests that instruction in dictionary use can be regarded as a way of promoting learner autonomy since it provides a possibility to continue word acquisition outside the formal study of the language. Moreover, it may help learners understand and produce texts with specialised vocabulary that is not usually taught in class.

Schmitt (1997:219) in his survey of Japanese ELT learners sustains that using a bilingual dictionary was the most popular vocabulary learning strategy, with 85 % of the respondents claiming to use one. He declares that the figure was somewhat higher than that of other strategies used to discover the meaning of unknown word: guessing from context was the second most important strategy with 74% support.

Pousi, keeps on demonstrating that, in spite of the importance of providing foreign language learners with means to acquire vocabulary independently, and in spite of the popularity of dictionaries among learners, there seems to be a notable lack in dictionary training. And he states that Atkins and Varantola (1998) conducted a large survey study that involved EFL learners from seven European countries. The majority of the respondents (60%) had not been instructed in dictionary use at all, and only 14% had received systematic

training. In addition, as Nation (2001:283) points out, there has been little research on the effects of training on language learners' dictionary use.

We may conclude that spite of inferring from context, being one of the fundamental tools of learning vocabulary a training programmes in EFL should be included at all levels and mostly involving strategies and technics on how to teach dictionary use, focusing on the aspects related to the, meaning, collocation, pronunciation, frequency and appropriateness, this is to enhance students with dictionary use skills to avoid errors and mistakes beliefs. (Hamouda, 2013, Chan 2011)

1.8. Factors Affecting the Failure in Students' Using Dictionary

When dealing with dictionary use in the process of teaching EFL, students may encounter many intrinsic and extrinsic barriers which may lead them to a limitation of managing dictionary as a fundamental tool for teaching and learning English as a foreign language properly (Chan, Y.W. 2010; Shamshirian, M. 2015; G. A. Marmol. 2013 and Hamouda, A. 2013)

1.8.1. Teacher-induced Factors

One the embarrassment students find in the process of learning EFL, consist of teachers misconceptions about the use of dictionaries, and below are some examples:

- By Ali, H. I. H (2012: p.6), conducted a study where in response to the question about whether using a dictionary in classroom is time-consuming and can slow down the teaching learning process, 35% teachers agreed with the statement. Contextualizing Ali' s idea, it is frequently observed some teachers in the classrooms, ordering students to pay attention to the teacher explanation than to the dictionary use and most of them may recommend the use of dictionaries but not at the moment of the lesson, this is to say that, dictionaries are mostly suggested for home task, and time is under this reason.
- The discouragement by the teachers of the students using bilingual dictionaries in the classroom, because, they believe that, it has inhibiting

learners from developing academic skills such as, paraphrasing, guessing from the context and can lead students of misconceptions due to the lack of Synonyms, Antonyms and heteronyms (Ali, p. 3).

- MOSO, L. E. (2019:17), argues that there are in fact various reasons accounting for students' ineffective use of bilingual dictionaries; thus, on the one hand, EFL teachers should teach their students how to use bilingual dictionaries, given their invaluable role in EFL learning. On the other hand, if they happen to have difficulties in instructing students in dictionary use, they can well expose themselves to the existing literature so as to possess the necessary tools to train them in dictionary use. Moreover, Ali in his research concluded that most EFL learners encounter difficulties while using bilingual dictionaries mostly because EFL teachers rarely teach them.
- We may conclude that MOSO, recognizes that teachers in the use of dictionaries can be the source of students' ineffective dictionary use by pointing two reasons as being the lack of teachers and students' instruction which should be inverted by teaching both of them on the skills of dictionary use or teachers may explore the material available in order to avoid limitation.

1.8.2. Student-induced Factors

The study of the use of bilingual dictionaries described many students' problems related to a learning process in EFL such as:

- Cote and Tejedor (1998, as cited in Mármol, G. A. 2013, p.91) reveals that the students may not be making an adequate use of the dictionaries. The authors mention the « *widespread ignorance* » about this tool on the students' part. In fact, the survey that was done for this study pointed to lack of correspondence between the students' beliefs and reality [...] it was observed that they did not pay attention to the entry on the whole, but just looked for the L1 equivalent. The authors comment on the initial negative attitude towards the dictionary guidance. After

instruction they admitted to have enjoyed the experience, and were eager to use the dictionary more often.

- Chan, A. Y. W. (2010) clarifies that despite an increasing number of dictionaries available for learners at different levels and for different learning purpose very often learners do not take time to consult dictionaries when needed, even if they do, they often ignore or misread the most informative elements of the entry.
- Students are not trained on how to make full use of the dictionaries, and that leads them to a failure to locate the right entry (Hamouda, 2013) while Atkins and Varantola (1998) conducted a study in the use of bilingual dictionary to determine why students tends to encounter barriers, as a result they conclude that 60% of the students had not been instructed in dictionary use. The authors mentioned are unanimous; they conclude that one of the problem encounters is the lack of instruction.
- Nesi and Haill 2002:282-283, discovered in their analysis of the dictionary search errors that, out of the total of 65 look-up failures were due to the fact that the subject failed to recognise the word class of the look-up word. In other cases the subjects often accepted the first definition given for a polysemous word, even when it was not appropriate in the context.
- According to Bénjointa, H. (1981; p. 211; 212) focus on three factors considered by him as barriers in consulting dictionaries such as:
 - All popular dictionaries use an alphabetical system of arrangement to classify their entries. Yet users sometimes have difficulties in finding an entry or a sub-entry. Some dictionaries have more than one alphabetical list: the 1964 edition of the Concise Oxford Dictionary (COD) had a separate list of abbreviation. It is probably that such an arrangement renders de retrieval a lexeme more rather than less difficult. COD (1976) has abandoned it.
 - Secondly, there is the problem of the ' canonical forms' each form of a paradigm must be put in the alphabetical arrangement, either as a full

entry or as a dummy entry. This the case in most dictionaries, at least in their treatment of irregular forms.

- The third obstacle to the retrieval of a lexeme from an alphabetical listing arises from the fact that some lexemes, being multi-word units are not easy arranged in alphabetical order: this the case with compounds and idioms a compound such as service station can be included in the entry for service, or in the entry for station, or in both or appear as a full entry of its own.

1.9. Pedagogical implication for using bilingual dictionary at secondary schools.

This section shall be refer to Pros and Cons of using bilingual dictionary in the English monolingual classes which leads us to several implications for the teaching English (Ferreira, L. P. 2004:20) In the process of teaching English as Foreign Language we may find so many factors which can affect students learning process positively and negatively.

The present research has a pedagogical implication while that the results will informs ELT teachers of students' dictionary habits, preferences, the reasons underlying their choices, and mostly the difficulties that students may encounter when using bilingual dictionaries. This study will present how students find problems in terms of dictionary use in order to find suggestions made regarding the importance of teaching dictionary skills in education settings. There are also some misconception carried by the teachers in ELT related to students' dictionary choice, this is, some of the teacher discourage the use of bilingual dictionary, however, it is necessary the design of teaching programmes incorporating the skills of using dictionary.

1.9.1. Code Switching

Ferreira (2004:22), remarks that code switching is one of the fluency activities involving L1, which is generally defined as a change by a speaker (or writer) from language or language variety to another one. (Richard et al. 1992:58; Eldridge, 1996: 303; Sridhar, 1986 quoted in Mckay and Hornberger, 1996; Irujo, 1999:127; Mckay, 2002: 131; and Holmes, 1993)

Keeping on with Ferreira, code switching is natural and has purposeful functions such as: affective and sociocultural and also textual, so its use in a monolingual EFL class should be suggested carefully. Through Ferreira, Other benefits are: it can facilitate communication and learning; it can provide some short- term benefits, it is developmental and its premature reduction might impede second language acquisition. By the researcher, despite of all its bright code switching can be very destructive (see the above references).

She comments that one clear negative effect of its fossilization if the target code strategies and functions are not introduced at early stages. Another is students can be linguistically deprived if they become used to it. Thus, code switching can provide some short – term benefits, but also have long negative effects in the future.

And Eldridge, (1992: 310 as cited in Ferreira, 2004), notes that, the removal of the code switching option might accelerate their [students] linguistic development, on the other hand such an approach might have quite negative effect on the motivation and confidence and therefore decelerate that development.

1.9.2. The use of First Language

In the current research we are talking about exploring the use of bilingual dictionaries, we think that we took this opportunity in order to make a reference to the use of first language as one of the fundamental strategies for learning EFL proficiently.

Following Ferreira, L. P. (2004), demonstrates that the use of L1 has to obey certain criteria so as to prejudice neither the teacher nor the student. Furthermore, she says that, so, after having decided to use and outlined the reasons for its use the teacher should know when exactly it should be used. And Spratt (1985:199, as cited in Ferreira, 2004:17), for example observed three occasions in which students make use of L1:

- (a) students make use of L1 when they do not know the required foreign langue (FL);

- (b) when they are unsure of what they have to do, particularly at the beginning or end of an activity;
- (c) when they want to release tension.

Moreover, the following authors in like, Padromou, Bowen Schweers, and Atkinson (2003, 2002, 1999, 1987 and 1987, as cited in Ferreira 2004: 17), add that in several other occasions students can use L1. Among these she could highlight the following:

- (d) When they do not know the required foreign langue items;
- (e) When they are unsure of what they have to do;
- (f) When they want to release tension;
- (g) During the Pair and Group Work
- (h) To ask 'How do you say ... in English?'
- (i) To take about the English Grammar;

By commenting in Ferreira perspective of which circumstances students should use L1, we may conclude that the different authors referenced they bring to us three associated points considered fundamentals for learning EFL from L1, as it follow:

- (j) When they do not know the required foreign langue items;
- (k) When they are unsure of what they have to do;
- (l) When they want to release tension;

By focusing on those three conditions even in our context in Angola when teaching students seems to face many problems to learn English as a Foreign Language, and mostly when they are forbidden by teachers to use L1 in the classroom, which should be avoided by taking in account what Ferreira considered occasions.

1.9.3. The misuse of Bilingual Dictionary

There are many misconceptions due to the use of bilingual dictionary, carried out by some researchers and teachers which lead the students to the lack of proficiency in managing one of the most important tools for learning English as

a Foreign Language, because they believe that using a bilingual dictionary as breaking down communication rather than helping it (Pousi, 2010, p.16); as we present some point of views below:

Broadhurst (1978, as cited in Moso, 2019:18) sustains that ‘ ‘ learners will use them [bilingual dictionaries] as crutches; looking up every single words they stumble upon” - meaning that learners may become too reliant on these tools -; hence, they should be discouraged to use them. However Moss, conclude that ‘ ‘ ... if teachers instruct them this overreliance can be avoided. ” However Moso, believes that L1 can also facilitate language learning in EFL classrooms.

Midlane’ s study 2005, p.124, advocates that only the target language should be used in the classroom; thus, since, as we all know, the use of bilingual dictionaries implies resorting to the L1, it should be discouraged. Therefore, 62% of 162 teachers who partook in that study said they discouraged and/or forbade the use of bilingual dictionaries.

According to Moso (2019:19) anyhow ... misjudgements are unfair, as they demean and/or belittle bilingual dictionaries. He keeps on saying that, we, EFL teachers, should not criticize bilingual dictionaries themselves; but, rather, the way our learners use them; after all, bilingual dictionaries are used for the numerous advantages they offer; just like monolingual dictionary skills.

Reflecting on the different perspectives of bilingual dictionary the misunderstandings alluded by the different authors, we may conclude that spite of the misconstruction already focused, we agree with Moso (2019:18) who states that, if teachers instruct the students on how to use bilingual dictionary, all this misconceptions around bilingual dictionary should be avoided, and he also believes that L1 can simplify the process of learning EFL. Therefore, were are encouraged to believe that bilingual dictionaries can be fundamental to the process of learning in EFL, and teaching strategies on how to use them [bilingual dictionaries] should be recommended to teachers.

1.10. Benefits and Hindrances for using Bilingual Dictionary at secondary school

Several authors believe that using bilingual dictionary in EFL, provide students with positive and negative results, and this point of views lead us to the relativism, while that some of them defend that using bilingual dictionary may enhance students with positive attitudes, in another hand authors disagree, because they believe that it may result in negative attitudes (Mármol, G. A. 2013; Shamshirian, M. 2015; Ali, 2012 and Thornbury, 2002)

1.10.1. Benefits

Mármol, G. A. (2013) refers to the positive effect of using bilingual dictionary such as:

- Vocabulary acquisition.
- Vocabulary learning.
- Reading comprehension.

By Hamouda, A. (2013), bilingual dictionary is important because it can provide elements such as:

- A quick and direct access to the meaning of unknown word.
- Spelling and pronunciation.

And Shamshirian, M. (2015), considers the use of bilingual dictionaries as important because;

- They provide meaning in a very accessible way.
- They are bi-directed English first language and first language.
- Give students security of concrete answers.
- Is a powerful and effective pedagogical tool.
- Are ideal for quick consultation.
- Can aid intermediate students to comprehend a text more efficiently.

Lappescu and Day (1993) cited by Shamshirian, in her article entitled, Assessing the Effect of Utilizing Monolingual and Bilingual Dictionaries on EFL

Learners Vocabulary states that the use of bilingual dictionary enhances vocabulary learning (through reading). And putting all these together we may conclude that bilingual dictionary plays a vital importance in the process of learning English as a foreign language, while that it can provide students with useful features that leads them to the proficiency such as:

- Increase decoding difficult words.
- Development of language proficiency.
- Increase vocabulary knowledge.
- Increase reading comprehension.

1.10.2. Hindrances

Spite of bilingual dictionary use having benefits there are authors that presents some limitations such as:

- Hamouda, A. (2013), sustains that many researchers and educators frown on the use of dictionaries because they believe that it encourages L2 two pay too much attention to individual words at the expense of comprehensive understanding of text. Moreover, consulting a dictionary is believed by many to slow down reading and discourage L2 learners from reading as much possible.
- Thompson (1987, p. 3) and Ali, (2012, p. 3) state that bilingual dictionaries have some deficiencies such as reinforcing the learners' tendency to translate from native language and, by encouraging translation; they discourage learners from thinking directly in the foreign language. In addition, they claim these dictionaries do not help learners to develop their academic skills such as paraphrasing, and they give little information about semantically related words such as sense relations (Synonyms, antonyms, heteronyms, etc).
- Low proficiency level in the use L1 by the students, is pointed by some authors as a hindrance (Hamouda, 2013 and Thornbury, 2002). And according to Mosso, L. E (2019:15), states that in the Angolan context,

we have so many languages cohabiting, whereby some local languages appear to be students' L1 rather than Portuguese which is somewhat well-documented language (unlike our local languages). He sustain that, the point being made is that even the users' own L1 may end up being of no use if the translation provided in dictionary is unfamiliar to him; witch, according to Thornbury (2002, p.140), will force him or her to resort for a monolingual dictionary for a possible synonym.

- As a conclusion, by thinking on the authors above, we may bring out three aspects considered as hindrance when using dictionaries such as:
 - ✓ It encourages L2 two pay too much attention to individual words at the expense of comprehensive understanding of text. Example by using a bilingual dictionary, students may focus more on the meaning than the others features.
 - ✓ It reinforces the learners' tendency to translate from native language and, by encouraging translation; they discourage learners from thinking directly in the foreign language. For stance by using a bilingual dictionary students will tend to focus directly on the meaning given by it avoiding some important aspects of language.
 - ✓ Low proficiency level in the use L1 by the students. Example By not been fluent in L1, students by using bilingual dictionaries may find the meaning unaware.

CHAPTER TWO: RESEARCH METHODOLOGY

CHAPTER II – RESEARCH METHODOLOGY

2.0. Introduction

The preceding chapter has reflected on the existed literature review intended to explore the use of bilingual dictionaries in the EFL, and that will be leading the current research study, whereas many authors has concluded that; The use of bilingual dictionaries is considered as a very important tool for learning English as a Foreign Language enhancing vocabulary development, although, there are those authors who consider bilingual dictionaries as being an inappropriate instrument for learning English as a Foreign Language efficiently. Therefore, there are ideas surrounding the use of dictionaries, which are reported as being difficult because, many of the students never learnt how to use dictionaries, and others thinks that, consulting a dictionary is a time consuming, there are teachers, who thinks that, students may learn a new vocabulary by guessing from the context and not by consulting a dictionary, and others misconceptions are mentioned where some authors consider, monolingual dictionary as being more important than bilingual one, and so, all of those aspects due to the use of dictionaries will demonstrate that, spite of the different points of views, one of the most important item is to teach the students on how to use the dictionaries, in order to learn English as a Foreign Language efficiently.

2.1. Methodology:

It is important to figure out that, to gather as much information as possible, in the present research study, we tried to narrow our field by reacting to the fundamental questions of our research.

During this section, six distinct subsections will be described such as: first, the type of research; second, the research design; third, the research context; fourth, the participants including, the population, the sampling and the techniques used; fifth, the period of study and last, the research instruments.

2.1.1. Type of Research

Responding on the topic above, and to achieve the objectives already drown on the current investigation, we will be using the mode of enquire perspective, involving both quantitative and qualitative method, while that, the research will tend to answer the predetermined objectives, sample and questions. And one of

the fundamental aspects as to do with exploring students problem and attitudes towards the use of bilingual dictionaries in the process of teaching and learning English as a Foreign Language (Kumar, R. 2011).

We believe that, by using a quantitative and qualitative method the research, will be able to explore students experienced behavior, what kind of problem do students encounter, and what are their perspectives about the use of bilingual dictionaries.

2.1.2. Research Design

By looking at the purpose of this study, we believe that no hypotheses involved our investigation, the research aimed to be tested, while focusing on the descriptive nature, and by following Kumar, R. (2011) A research study classified as a descriptive study attempts to describe systematically a situation, problem, phenomenon, service or programme, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue. For example, it may attempt to describe the types of service provided by an organisation, the administrative structure of an organisation, the living conditions of Aboriginal people in the outback, the needs of a community, what it means to go through a divorce, how a child feels living in a house with domestic violence, or the attitudes of employees towards management. The main purpose of such studies is to describe what is prevalent with respect to the issue/problem under study. Khotari, C.R. (1990, p. 2) have said about research design that, it includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. As a result, the current study, aimed to explore attitudes and perceptions about the use of the dictionary in general and the bilingual one in particular in order for developing EFL students' vocabulary at **Liceu 26 de Abril N° 1677-Lubango**.

2.1.3. Research Context

The research was conducted at Liceu 26 de Abril N° 1677 at Lubango, which is an educational institution, situated at Lubango Municipality and Huila's Province-Angola. The establishment is composed of, 174 teachers, 22 classrooms from 10 to 12th grade and 2803 students having lessons in three

different periods attending 66 classes (i.e., morning, afternoon and evening). Its foundation was in 2003 and it delivered from Logística Militar Sul and there were being qualified students from Escola de Formação de Professores EFP-Lubango until 2011 and the head master was Clarice Pena who worked as the coordinator and the English as a subject was implemented in 2003, at that time the English subject was implemented in courses such as, Mate-Física, Bioquímica, Biologia, Geo-História and Língua Portuguesa (INIDE, 2004, p. 3) and from 2011 to 2019 it has developed to Escola Secundária do II Ciclo do Ensino Geral-Nambambi and now they are administered courses such as Ciências Económicas Jurídicas, Ciências Humanas and Ciências Físicas Biológicas.

2.1.4. Participants: Population and Sampling Techniques Used

A total of 35 false beginner students of grade 12th were selected as the participants, but at the end only 30 students was taken as a population, including 7 females and 23 males, being in the 15-30 age range, doing a Secondary School at Liceu 26 de Abril N^o 1677, at Lubango, in Angola. Most of the students have been learning English for 6 years. And to conduct this investigation were also selected 10 teachers composed of 2 females and 8 males, in the range age of 30 to 45 years old, teaching English for almost 10 years, in the same institution, gathering the necessary experience to be party of the research, and 07 teachers were qualified at ISCED-Huíla with Bachelor's Degree and 03 with the Licenciatura Degree.

2.1.5. Period of Study

For the necessary improvement to the questionnaire survey, before administering the questionnaires to the participants and to have the final version, firstly on 15th to 28th October, the research instruments were piloted to 2 teachers gathering experience of 15 years of teaching English to balance the questionnaire proficiency, both teaching at IMNE and all the questionnaires were submitted to both teachers and students on 4th November and returned back on 20th November, and at the end 5 students didn't return the questionnaires and they have not justified their reasons.

2.1.6. Research Instruments

The 30 students were given the questionnaires composed of 1 to 4 pages, involving two sections being the first one, requesting information about the respondents, such as their gender, ages, academic levels, years of learning English, and the second responding to the use of bilingual dictionary and divided into 6 parts such as the skills learnt, the purpose of using dictionaries, the reasons for using different types of dictionaries, students attitudes towards bilingual and monolingual dictionaries, and the difficulty encountering when using a dictionary. During the distribution of the questionnaires to the students, no training section was given to the participants, but by using Portuguese as the official language, all of the students were given clear instructions about the objectives and the format of the questionnaire

2.2. Presentation of Results

2.2.1. Demographic Information

The Table 2.1 describes the data regarding to personal information involving the students as the participants and it is aimed to answer four questions, related to gender, age, academic level and period of learning English.

Table 2.1: Students' Demographic information

		Nr. of subject	%
Gender	M	23	77%
	F	07	23%
Age	15-20	10	33%
	21-25	17	57%
	26-30	02	7%
	Others	01	3%
Academic level	Grade 12	30	100%
	Grade 13	00	00%
	Others	00	00%
Period of learning English	0-2	01	3%
	3-4	12	40%
	5-6	17	57%
Total			

As can be seen from Table 2.1, indicates from the sampling selected for the current investigation, 23 students were males and only 07 were females, and most of them were beyond at the age of 25, while that most of them (56%) were learning English for six years, and all of them corresponding 30 students were at grade 12.th

The Table 2.1 below, demonstrates the results concerning teachers' background information involving four fundamental items such as gender, age, academic level and period of learning English.

Table 2.2: Teachers' Demographic information

		Nr. of subject	%
Gender	M	07	70%
	F	03	30%
Age	25-30	00	00%
	30-35	03	30%
	36-40	04	40%
	45-45	03	30%
	Others	00	00%
Academic level	Bachelor's Degree	04	40%
	Licenciatura Degree	06	60%
	Master's Degree	00	00%
	PhD Degree	00	00%
	Others	00	00%
Period of Teaching English	0-8	03	30%
	8-16	01	10%
	16-32	06	60%
	Others	00	00%
Total			

From the Table 2.2, it can be shown that, the investigation involved 10 teachers and 70% of them were males representing a bigger percentage of the respondents, and a minor number corresponding to 30% were female, and most of them (40%) were at the age of 40, and 60% percent of the sampling had a Licenciatura Degree, and a greatest number of teachers (60%) were teaching English as a Foreign Language for more than 16 years.

Making a comparison we may infer that, both students and teachers, males is the largest number, and it can be seen that, the participants have an enough experience in terms of teaching and learning English as L2, which become them competent for the objectives of the study.

2.2.2. Types of dictionary used by students

The following Table 6, demonstrates students' inclination due to the type of dictionary they use, and the reasons under their choice to monolingual or bilingual dictionary.

Table 2.3: Types of dictionary used by students

Information	Monolingual English-English		Bilingual English- Portuguese		Bilingual Portuguese- English	
	Nr.	%	Nr.	%	Nr.	%
For etymology	15	50%	11	36,6%	04	13,3%
For synonyms (similar words).	06	20%	12	40%	12	40%
To check for collocation, i.e., words and phrase that go with a vocabulary item	07	23%	11	37%	12	40%
To check spellings	06	20%	17	57%	07	23%
To check the grammatical function/structure of a vocabulary item.	03	10%	12	40%	15	50%
To find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items	03	10%	14	47%	13	43%
To find out whether a word is in common usage	04	13,3%	16	53,3%	10	33,3%
To look up antonyms (the opposites)	05	17%	15	50%	10	33%
To look up for the transcriptions of words	03	10%	12	40%	15	50%
To look up the meaning of a word or a phrase	01	03%	17	57%	12	40%
When I want to know the pronunciation of a vocabulary item	05	17%	14	47%	11	37%
When I want to see some examples about the uses of a certain word	10	33%	10	33%	10	33%

According to the Table 2.3 it demonstrated that the participants mostly used the Bilingual English-Portuguese dictionary for the following discriminate purposes: to look up the meaning of a word or a phrase (57%) and to check spellings (57%), while the other reasons comes in a second plan, as it follow: to find out whether a word is in common usage (53/3%), to look up antonyms (the opposites) (50%), when I want to know the pronunciation of a vocabulary item (47%), to find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items (47%), for synonyms (similar words) 40%,

to check the grammatical function/structure of a vocabulary item (40%), to look up for the transcriptions of words (40%).

The Table 2.4 beneath describes students' frequency in the use of a dictionary with different activities when learning English as L2.

Table 2.4: Students' frequency in the use of dictionary

Use of dictionary	Never		Rarely		Sometime s		Often		Always	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
I use the dictionary during or after learning listening	07	23%	06	20%	08	27%	03	10%	06	20%
I use the dictionary to translate from English into Portuguese	01	03%	02	07%	09	30%	07	23%	11	37%
I use the dictionary to translate from Portuguese into English	06	20%	07	23,3%	06	20%	03	10%	07	26,6%
I use the dictionary when I want to speak or want to speak in English	12	40%	05	17%	09	30%	01	03%	03	10%
I use the dictionary when I want to write in English	00	00%	05	17%	09	30%	07	23%	09	40%
I use the dictionary when I want to read an English text	04	13,3%	03	10%	09	30%	04	13,3%	10	33,3%

From the Table 2.4 it can be calculated that, I use the dictionary when I want to write in English gathered 40% considered by the respondents as the first reason why students at Liceu 26 de Abril N° 1677-Lubango, use dictionary, secondly, I use the dictionary to translate from English into Portuguese with (37%), followed by I use the dictionary when I want to read an English text (33,3%) as the third reason, however, the fourth reason is related to I use the dictionary to translate from Portuguese into English with (26.6%) and the others reasons come in a lower position.

The Table 2.5 beneath reveals teachers' preference due to monolingual or bilingual dictionary, and the reasons under their information choice when teaching English in L2

Table 2.5: Types of dictionary used by teachers

Information	Monolingual English-English		Bilingual English-Portuguese		Bilingual Portuguese-English	
	Nr.	%	Nr.	%	Nr.	%
For etymology	07	70%	02	20%	01	10%
For synonyms (similar words).	08	80%	01	10%	01	10%
To check for collocation, i.e., words and phrase that go with a vocabulary item	04	40%	03	30%	03	30%
To check spellings	04	40%	03	30%	03	30%
To check the grammatical function/structure of a vocabulary item.	06	60%	01	10%	03	30%
To find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items	05	50%	02	20%	03	30%
To find out whether a word is in common usage	04	40%	04	40%	02	20%
To look up antonyms (the opposites)	05	50%	01	10%	04	40%
To look up for the transcriptions of words	02	20%	04	40%	04	40%
To look up the meaning of a word or a phrase	05	50%	03	30%	02	20%
When I want to know the pronunciation of a vocabulary item	06	60%	01	10%	03	30%
When I want to see some examples about the uses of a certain word	04	40%	03	30%	03	30%

From the data above, it can be seen that, most of the respondents demonstrated that they have first choice for Monolingual English-English dictionary, for the following reasons, for synonyms (similar words) 80%, second 70% for etymology, third 60% to check the grammatical function/structure of a vocabulary item and when I want to know the pronunciation of a vocabulary item, fourth, whereas 50% of them believes that they use Monolingual English-English dictionary, to find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items and to look up the meaning of a word or a phrase.

The Table 2.6, determines teachers' frequency in the use of a dictionary, by exploring different language information activities when learning English as L2.

Table 2.6: Teachers' frequency in the use of dictionary

Use of dictionary	Never		Rarely		Sometimes		Often		Always	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
I use the dictionary during or after teaching listening	00	00%	01	10%	02	20%	02	20%	05	50%
I use the dictionary to translate from English into Portuguese	00	00%	00	00%	04	40%	01	10%	05	50%
I use the dictionary to translate from Portuguese into English	00	00%	01	10%	04	40%	03	30%	02	20%
I use the dictionary when I want pupils to speak or want to speak in English	00	00%	02	20%	02	20%	20	20%	04	40%
I use the dictionary when I want them to write in English	01	10%	01	10%	00	00%	03	30%	05	50%
I use the dictionary when I want them to read an English text	01	10%	00	00%	03	30%	00	00%	06	60%

Analyzing the data from Table 2.6, it can be observed that, "I use the dictionary when I want them to read in English" with 60% of the respondents, topped the list as one of the major activities teachers recommend dictionary for, and 50% for each of them such as: I use the dictionary when I want them to write in English, I use the dictionary to translate from English into Portuguese and I use the dictionary when I want them to write in English, while that I use the dictionary when I want pupils to speak or want to speak in English 40% and 20% for I use the dictionary to translate from Portuguese into English.

2.2.3. Teachers and Students' favourite dictionary

The Table 4 below illustrates the students' preference in terms of using the different types of dictionaries and tends to respond the **Research Question 2** as it follows:

Table 2.7: Students' favourite dictionary

Types of dictionary	Never		Rarely		Sometimes		Often		Always	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
Electronic dictionary	16	53%	03	10%	07	23%	03	10%	01	03%
English-English monolingual dictionary	19	63%	04	13%	03	10%	01	03%	03	10%
English-Portuguese bilingual dictionary	01	03%	05	17%	05	17%	05	17%	14	47%
Online dictionary	18	60%	02	07%	07	23%	02	07%	01	03%
Paper dictionary	01	03%	04	13%	05	17%	05	17%	15	50%
Pocket electronic dictionary	18	60%	04	13%	05	17%	02	07%	01	03%
Portuguese -English bilingual dictionary	04	13,3%	03	10%	04	13,3%	07	23,3%	12	40%
Small Pocket booklet non-electronic dictionary	01	3%	03	10%	02	07%	01	03%	23	77%

It can be seen from the Table 2.7 that, students used the different types of dictionaries, but most of the respondents corresponding to 77% prefer to use Small Pocket booklet non-electronic dictionary whereas 50% of the sampling preferred the Paper dictionary than Electronic dictionary covered with 03%. Therefor the data illustrated that 47% prefer to use English-Portuguese bilingual dictionary and 40% prefer Portuguese-English bilingual dictionary than English-English monolingual dictionary corresponding to 10%.

The Table 2.8 below, pronounces the frequency teachers use dictionaries with their students in the classroom.

Table 2.8: Teachers' favourite dictionary

Types of dictionary	Never		Rarely		Sometimes		Often		Always	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
Electronic dictionary	05	50%	01	10%	01	10%	03	30%	01	10%
English-English monolingual dictionary	03	30%	01	10%	03	30%	01	10%	02	20%
English-Portuguese bilingual dictionary	02	20%	02	20%	01	10%	02	20%	03	30%
Online dictionary	06	60%	03	30%	00	00%	01	10%	00	00%
Paper dictionary	02	20%	00	00%	02	20%	01	10%	05	50%
Pocket electronic dictionary	04	40%	00	00%	00	00%	04	40%	02	20%
Portuguese -English bilingual dictionary	00	00%	02	20%	02	20%	04	40%	02	20%
Small Pocket booklet non-electronic dictionary	00	00%	02	20%	02	20%	02	20%	04	40%

It can be noticed, from the Table 2.8 that, among many types of dictionaries for utilizing, 50% of the teachers who participate in the investigation always recommend for their students Paper dictionaries at Liceu 26 de Abril N^o 1677-Lubango, 40% for Small Pocket booklet non-electronic dictionary, 30% English-Portuguese bilingual dictionary and the others types of dictionaries takes the last position as it may be seen in the table 4.

2.2.4. Using dictionaries to enhance learning skills

The following Table 2.9 determines in the use of dictionary the two skills that students use the most.

Table 2.9: Students using dictionaries to enhance learning skills

Skills	Nr. Subjects	Total of subjects	%
Listening	12	30	40%
Speaking	14		47%
Reading	15		50%
Writing	19		63%

According to the results obtained in the Table 2.9, writing is the most frequently used skill voted with (63%), whereas reading cover (50%) of the respondents as the second, followed by speaking 47% and listening favoured only with 40%.

The Table 2.10 describes either the students have or not any training in dictionary use.

Table 2.10: Students' abilities to use dictionaries

Answer	Nr. Subjects	Total of subjects	%
Yes	02	30	07%
No	28		93%
Total (%)			100%

It can be seen in the Table 2.10 that, a bigger percentage (93%) of the control group respondents at Liceu 26 de Abril N° 1677-Lubango assumes that they never were taught on how to use the dictionary and only (07%) affirms the opposite, which confirms why students encounter so many problems in managing a dictionary when learning English as Foreign Language.

The subsequent Table 2.11 demonstrates the problems encountered by students when using the different types of dictionary in learning English as a foreign Language.

Table 2.11: Problems encountered by students in dictionary use

Types of dictionary	<i>Not at all a problem</i>		<i>Minor problem</i>		<i>Moderate problem</i>		<i>Serious problem</i>		<i>Very serious problem</i>	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
Failure to understand the pronunciation information	06	20%	00	00%	05	16,6%	03	10%	16	53,3%
It takes too much time to consult the dictionary.	00	00%	00	00%	04	13,3%	06	20%	20	66,6%
The information I found in the dictionary is insufficient.	03	10%	00	00%	08	26,6%	02	06,6%	17	56,6%
To find the information I want.	12	40%	04	13,3%	07	23,3%	03	10%	04	13,3%
To find the word sought.	08	26,6%	06	20%	07	23,3%	04	13,3%	05	16,6%
To identify the right meaning in a polysemous word.	08	26,6%	04	13,3%	07	23,3%	07	23,3%	04	13,3%
To understand the definition.	05	16,6%	05	16,6%	05	16,6%	05	16,6%	10	33,3%
To use the dictionary whenever I want.	10	33,3%	07	23,3%	04	13,3%	05	16,6%	04	13,3%
Too few examples	00	00%	05	16,6%	03	10%	05	16,6%	17	56,6%
Unclear examples	02	07%	07	23,3%	07	23,3%	05	16,6%	09	30%

The above table illustrates that, most of the students, at Liceu 26 de Abril N° 1677-Lubango; encounter so many difficult in the use of dictionary for learning English as a Foreign Language, whereas 66,6% believes that, first, It takes too much time to consult the dictionary, while that, the information I found in dictionary is insufficient and too few examples both take the second place with 56,6%, and failure to understand the pronunciation information is in the third position with not more than 53,3% all other reasons are under 33,3% to 13,3%.

The succeeding Table 2.12, reveals the two skills that teachers recommend to their students in the classroom when teaching English as a foreign language.

Table 2.12: Teachers using dictionaries to enhance teaching skills

Skills	Nr. Subjects	Total of subjects	%
Listening	01	10	05%
Speaking	01		05%
Reading	08		40%
Writing	10		50%

According the preceding table, the results, indicates that most of the teachers recommends to their students the use of dictionary because of the two main skills such as: writing with 50% and reading with 40%, while that listening and speaking each of them took 5% representing a minor number of the participants.

The sequential Table 2.13, elucidates either teachers have or not trained their students on how to use a dictionary.

Table 2.13: Teachers' abilities to teach the use of dictionaries

Answer	Nr. Subjects	Total of subjects	%
Yes	09	10	90%
No	01		10%
Total (%)			100%

The results obtained from the previous table, discovered that most of the teachers corresponding to 90% they sustain that yes, they use to teach their students on how to use the dictionary, and in contrast only one teacher said no.

The following Table 2.14, presents the problems encountered by teachers related to their students' dictionary use.

Table 2.14: Problems encountered by teachers in dictionary use

Types of dictionary	<i>Not at all a problem</i>		<i>Minor problem</i>		<i>Moderate problem</i>		<i>Serious problem</i>		<i>Very serious problem</i>	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
Failure to understand the pronunciation information	00	00%	01	10%	03	30%	01	10%	05	50%
It takes too much time to consult the dictionary.	01	10%	00	00%	01	10%	03	30%	05	50%
The information found in the dictionary is insufficient.	01	10%	01	10%	02	20%	02	20%	04	40%
To find the information they want.	01	10%	10	10%	02	20%	05	50%	01	10%
To find the word sought.	03	30%	01	10%	02	20%	01	10%	03	30%
To identify the right meaning in a polysemous word.	01	10%	02	20%	01	10%	03	30%	03	30%
To understand the definition.	02	20%	02	20%	03	30%	01	10%	02	20%
To use the dictionary whenever they want.	01	10%	02	20%	03	30%	03	30%	01	10%
Too few examples	01	10%	01	10%	03	30%	03	30%	02	20%
Unclear examples	02	20%	00	00%	01	10%	03	30%	04	40%

The data on the table 2.14, proves that most of the teachers believes that very serious problem are faced by the students and the reasons are described as, failure to understand the pronunciation information and it takes too much time to consult the dictionary both assume the first position with 50% each one, and second, the information found in the dictionary is insufficient (40%) unclear examples (40%) and other causes comes in the last scale in like, to find the word sought (30%), to identify the right meaning in a polysemous word (30%), to understand the definition (20%), too few examples (20%), to find the information they want (10%) and to use the dictionary whenever they want (10%).

2.3. Ethical Issues

While working on this study aimed to explore the Use of Bilingual Dictionaries for Developing EFL Vocabulary at Liceu 26 de Abril N° 1677-Lubango, I declare that the investigation and also all the sampling utilized were treated with strict confidence as required and All rights due to writing thesis were observed in order to avoid plagiarism.

This is to say that, I have used many resources who have wrote in the topic related to the use of bilingual dictionary, and all of them were taken in account, contributing to this work and as it requires all of them were cited and referenced as a source.

For all of the reasons mentioned above, I affirm in the current work that it was made of integrity and all the steps of the investigation were conducted in respectful to ISCED' s principles and ethical code.

2.4. Limitations and Delimitations.

We start by saying that any academic investigation carried on in a specific area recommends the limitations and delimitations of its study, and in this section, we will be describing the limitations and delimitations of the present research on Exploring the Use of Bilingual Dictionaries for Developing EFL Vocabulary at Liceu 26 de Abril N° 1677-Lubango.

2.4.1. Limitations

The findings of the present study have pedagogical implications. The results, will inform teachers and students attitudes toward the Use of Bilingual Dictionaries for Developing EFL Vocabulary at Liceu 26 de Abril N° 1677-Lubango, exploring their limitations in teaching and learning context, in order to find appropriate methods to avoid the problems encountered by the students and teachers in the use of dictionary.

Along the study, it was revealed that, students believes that using dictionaries during the class, is time consuming, and many students, prefer to guess new language than consulting it in a dictionary, students still have misconception about time, and we think that new policies should be included to Educational

Programs in order to conscious them to the importance of using a dictionary in teaching and learning context.

The access by a student to a dictionary in the class, it was seen as one of the reasons leading students to barriers. Based on the responses of the students, we concluded that, students, more than not being aware of how to use a dictionary, not having one, is one of the most problem, and we think that, Educational Programs in Angola, should include policies that will facilitate the students to access dictionary in the class.

The study demonstrated that students teachers are not aware of the many types of dictionary, in like, electronic dictionary, online dictionary and Pocket electronic dictionary and we think that one of the reasons are the lack of smartphones, computers and iPod and the difficulties on managing them properly. Therefore, policies should be added to Educational Programs, so that, these fundamental tools should be published to environment of learning and teaching EFL.

It was possible to demonstrate with this study that students, seems to be not aware of the technics of how to use dictionaries, and they encounter many problems to use a dictionary and to locate on it proper vocabulary according to their needs. And we think that new strategies on how to locate a new ward in a dictionary should be focused in the future research and policies should be set to avoid problems.

2.4.2. Delimitations

To be more precise and concise the present study involved 30 students and 10 teachers, at Liceu 26 de Abril N^o 1677-Lubango, this was to be more objective, specific in the investigation and to avoid generalizing the investigation while that in any research its recommended limitation and delimitation of the study.

CHAPTER THREE: ANALYSIS AND DISCUSSION

CHAPTER THREE – ANALYSIS AND DISCUSSION

3.0. Introduction

The previous chapter was talking about the Research Methodology, and it has concerned about some strategies and technics on methodology with the objective of collecting general and specific data for demonstration of the results gathered by the investigation. Whereas, the current chapter, genuinely purposes at analysing and discussing the results obtained by the pupils and teachers in the Second Chapter, and to bring up what specific authors have defended on the same items.

To be more specific, this section will involves four parts such as: first, related to what kind of dictionary do the students use, and the reasons overcoming their choice, second, students' preference as to the type of dictionary would they prefer, third, has to do with the skills needed to enhance learning as how can students use dictionary, and finally, the forth, will focus on the analysis regarding bilingual dictionaries use strategies, and this last, intends to enrich students with specific approaches on the use of bilingual dictionary.

The entire investigation, involving the topic has been centered mainly on the three questions, used on the research instruments, which permitted us to respond the objectives by focusing on the data collected as it follow:

- 1- What kind of dictionary do students usually use and why?
- 2- Which dictionary would they prefer?
- 3- How can students use the dictionary to enhance learning?

To say that, below it is presented the entire analysis and discussion obtained from the students and teachers behavior on the use of bilingual dictionary and crossed by the point of view of different authors mentioned in the current research proposal literature review.

3.1. What are the two skills that you often use the dictionary for?

Different skills are considered in the process of teaching and learning English as a Foreign Language, as one of the most important technics to achieve performance, and both students and teachers accept that writing and reading

are the prior reasons that motivate them to use a dictionary in different perspectives.

The results obtained in sections 2.2.3.1 and 2.2.3.2 revealed that from students' questionnaire, writing with (63%) is taken as the first reason for using or consulting a dictionary followed by reading covering (50%) of the respondents, and the teachers' questionnaire assumes the same behaviour writing with 50% and reading with 40%.

The present principle or theory discovered that, most of the respondents at Liceu 26 de Abril N° 1677-Lubango, to learn English as a Foreign Language they use dictionaries for developing two fundamental skills writing and reading. Apart from that different authors in like Pausi, A. (2010: 8) and Sabah, W. N., & Mustafa, N. M. (2014), both states that one of the skills needed for effective dictionary use is **receptive use**, which involves checking the meaning(s) of unknown word encountered in L2 reading or listening and **productive use**, which aims at finding the appropriate word or expression when writing or speaking, and this means that there is a connection with the results obtained from the investigation whereas writing is represented in **productive use** while reading in the **receptive use**, and most of the authors demonstrated that consulting the meaning and pronunciation is taken as the elementary to dictionary use, and we may also infer that both meaning and pronunciation are included in the two skills mentioned.

The study also revealed that, less engagement has been given by students and teachers in listening and speaking skills and we think that the reasons has to do with the lack of accessibility to appropriate tools (tape record, TV, books, magazines and others) used to enhance L2, which has contributing negatively in the process of teaching and learning English as a Foreign Language.

We may accomplish that, students at Liceu 26 de Abril N° 1677-Lubango, consider writing and reading as one of the most important skills for using a dictionary and others skills in like listening and speaking comes in a second plan.

3.2. Have you ever learnt how to use the dictionary?

When the students were asked, if they have learnt how to use the dictionary, it was surprised that most of the students corresponding to (93%) of the respondents at Liceu 26 de Abril N° 1677-Lubango have confirmed that they never have learnt how to use the dictionary and as the opposite 90% of the teachers who have participated in the investigation confirmed that, they have taught how to use a dictionary, and this controversy between students and teachers make evident about so many difficult students use to encounter when consulting a dictionary.

Moreover, the study revealed that different authors have also concluded that, there were no clear difference in comparison between students who have been and not trained on how to use a dictionary, while that both students seems to report several problems spite of being different such as related to finding the entry, not finding the entry at all, the slowness of dictionary use, difficulties induced by the dictionary layout, difficult in understanding the meaning given by the dictionary, and the affixation of English words, Pousi, A. (2010:)

According to Pausi, to overcome all of those problems which enable the students to use a dictionary, policies should be set to encourage teachers to devote some classroom time to dictionary training.

By Hamouda, A. (2013), students do not take full advantages of the different dictionaries available, and that they are not trained on how to make full use of the dictionaries. For example, most of them pay attention only to definition or meaning of a word while neglecting the pragmatic aspect of the word, collocation as well as word formation knowledge.

Looking to both authors' theory (Pausi and Hamouda), it can be concluded that they also believe that one of the reasons under the problems encountered by the students in the use of a dictionary has to do with the lack of training on how to use dictionary and another factor has to do with not taking the full advantage of a dictionary training use, which lead to a power proficiency.

According to our reality in Angola, the lack of instruction on dictionary use is really a serious problem, not only because students are not trained on dictionary use but it is also important to focus on the lack of accessibility to library where most of the students are unable to have a dictionary in the classroom, and even at school these tools are not available to the students, which constitutes an embarrassment in the process of teaching and learning English as a Foreign Language.

3.3. What type of dictionary (monolingual or bilingual)?

The research has proved that there is a contradiction between pupils who applies mostly to the use of Bilingual English-Portuguese dictionary and mainly for the following reasons to look up the meaning of a word or a phrase (57%), to check spellings (57%), to find out whether a word is in common usage (53,3%), to look up antonyms (the opposites) (50%), when I want to know the pronunciation of a vocabulary item (47%), to find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items (47%), for synonyms (similar words) 40%, to check the grammatical function/structure of a vocabulary item (40%), to look up for the transcriptions of words (40%) whereas most of the teachers respondents demonstrate that they have preference for Monolingual English-English dictionary, for the following reasons, first 80% for synonyms (similar words), second 70% for etymology, third 60% to check the grammatical function/structure of a vocabulary item and when I want to know the pronunciation of a vocabulary item, third whereas 50% of them believe that they use Monolingual English-English dictionary, to find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items and to look up the meaning of a word or a phrase.

We may infer that, while the students use for many information Bilingual English-Portuguese dictionary, in this study, teachers use Monolingual English-English dictionary, and this controversy lead to a misconception where some teachers seems to obligate their students to use monolingual dictionaries than bilingual ones, believing that bilingual dictionaries in the classroom may delay the learning process, and monolingual one may facilitate.

It's also observed that (section 2.2.1.1) the data illustrate that most of the students for the different reasons to use dictionaries, they firstly voted on the Bilingual English-Portuguese dictionaries and secondly on the Bilingual Portuguese-English, and Monolingual English-English is taken as the last preference.

Focusing on the statistics, we may accomplish that one of the reasons students use bilingual dictionary than monolingual ones is considered as being the following linguistics feature: to check spellings, to check the usage, to look up antonyms, to check the pronunciation, for synonyms, to check the grammatical function/structure and to look up for the transcriptions of words

This research, demonstrates that the students at **Liceu 26 de Abril Nº 1677-Lubango**, for many reasons to check dictionary, they prefer Bilingual Dictionaries than Monolingual ones, **and many** authors have defended it in like; Yorio (1971), Béjoint and Moulin (1987) and Shamshirian (2015), all of them favored the use of bilingual dictionary than monolingual, for considering bilingual dictionaries as easier to use and monolingual seems to create so many barriers.

We may complete that at **Liceu 26 de Abril Nº 1677-Lubango**, students use **more** Bilingual Dictionaries than Monolingual ones, this because they feel more comfortable, and another reason is that however by using Bilingual Dictionaries they feel in natural by crossing L2 with their first language, which for most of them is Portuguese, this relax them.

3.4. How often do you use a dictionary for these different language learning activities?

The present investigation shows that, 40/% of the students they often use the dictionary for the following first reason "I use the dictionary when I want to write in English" this to say that the majority of the students at Liceu 26 de Abril Nº 1677-Lubango, have the writing purpose as one of the most important aspects for utilizing the dictionary, however, most of the teachers corresponding to 66% of the participants recommend the use of dictionary for reading purpose.

From the above perspective, we may say that, many researchers as Nation (2001:290-294), G. A. Marmol (2013) and Pousi, A. (2010) have pointed to writing as one of the purposes of utilizing a dictionary, this to support that, the process of writing is always followed by doubt of so many different vocabularies which require from the reader the fundamental tool to decode it, and the use of a dictionary is always necessary.

According to Shamshirian (2015), states that, using a dictionary during reading can aid intermediate students to comprehend a text more effectively. She believes that it seems to be that monolingual dictionaries are less helpful in L2 to L2 translations, but anyhow many teachers use to advise their students to use them to assist their reading comprehension, and the current study at Liceu 26 de Abril Nº 1677-Lubango, also revealed that teachers recommend the use of a dictionary for reading purpose.

It is also important to figure out that, students at Liceu 26 de Abril Nº 1677-Lubango, mostly consult dictionary for two fundamental items as it follows:

- ✓ **Writing purpose**
- ✓ **Reading purpose**

We may surmise that students on the classrooms use the dictionary for writing and reading purpose which are related, it is impossible to talk about one purpose without refereeing to one another, and even in Angolan context, students use mostly dictionaries for the same reasons, while that the activity of writing and reading to be a success in the process of teaching and learning a L2 must be followed by dictionaries, this is for comprehensive tenacity.

Finally, this study has concluded that the use of a dictionary is always associated to two essential linguistic features writing and reading, and these two items sustain the process of teaching and learning a L2, there will always be a connection.

3.5. What types of dictionaries do you often use?

Actually studies, tends to top the electronic dictionary as it did in the most used types list. Hamouda, (2013:240). it seems to be common that students and

investigators use more electronic dictionaries (English-Portuguese or English-French) than paper dictionaries as they are likely to be less readily available and hence less accessible. Sabah, W. N., & Mustafa, N. M. (2014:498). They state that, students mostly preferred electronic bilingual dictionaries to paper dictionaries.

According to Hamouda, A. (2013:233), affirms that as the use of the electronic dictionary is a relatively recent phenomenon, related studies are few. They were mostly on its effectiveness to the user's search purposes with similar methods employed to those in other dictionary use studies. Most of the findings lend support to the convenience that the various electronic features could provide to the users, allowing them faster search results.

From our data, we may notice that, the majority of the students 77% at Liceu 26 de Abril Nº 1677-Lubango, often use booklet non-electronic dictionary, and the reason under their choice, is because of its accessibility, it is easier to carry it every were, and it can be used at any time, it seems to facilitate the users than others types of dictionaries, and it is available at any library and its low-cost enable most of the students to have one, and it is important to say that, spite of the age range the students, economically are in dependence of their caretakers, and party of them are incapable of acquiring a dictionary. (See Chapter 2, and subsection 2.2.2.1. and 2.2.2.1.1.).

The results obtained through the teachers revealed that 50% of the participants in the investigation always recommend to their students Paper dictionaries 50%, and we may notice the similarity between the two participants.

Anyhow we have seen on the Table 4 that, both students and teachers does not favor others type of dictionary, such as the electronic dictionaries, while that to use them depends on several aspects in like access to a computer, an iPod, a smartpone and all of these electronic tools need to be re-energized and they are expensive, creating limitation in its acquisition by the students and their tutors.

Is not surprising that the study, have shown that Electronic dictionary, Online dictionary and Pocket electronic dictionary seem to be unknown tools in the

process of learning EFL. at Liceu 26 de Abril N° 1677-Lubango, while that bilingual dictionary and paper dictionary are one of the most used, than electronic dictionaries because of their availability and accessibility to them, differently to electronics ones, while that most of the students have difficulties to access the mobile phones, laptop, iPod and other similar electronic devices.

3.6. Problems or Difficulties do Students often face in dictionary use.

The survey results clearly show that the students encounter mainly difficult in dictionary use, and 66,6% believes that, it takes too much time to consult the dictionary, while that, 56,6% the information I found in dictionary is insufficient, 56,6% too few examples, and failure to understand the pronunciation information is in the third position with not more than 53,3% whereas others reasons are under 33,3% to 13,3%.

In comparison to the students, teachers believes that very serious problem are faced by the students and the reasons are described as, failure to understand the pronunciation information and it takes too much time to consult the dictionary both assuming the first position with 50% each one, and second, the information found in the dictionary is insufficient (40%) unclear examples (40%) and other causes comes in the last scale in like, to find the word sought (30%), to identify the right meaning in a polysemous word (30%), to understand the definition (20%), too few examples (20%), to find the information they want (10%) and to use the dictionary whenever they want (10%).

By Hamouda, A. (2013:229), most college EFL, learners are not efficient dictionary users. He precede that, complains are often heard about the confusion and frustration brought about dictionary consultation [...] students have serious deficiencies in dictionary skills. He figures that, many students are not sure of what kind of dictionaries are appropriate to their proficiency levels and purposes, what functions of the dictionaries could specially benefit their learning, when and how they should look up a word in a dictionary, which definition gives the accurate meaning in the context of the task being performed. He continuous that besides, many ignore the collocations, stylistic and syntactic features of an entry word and focus only on the first explanation of

a headword. He keeps on saying that, thus misinterpretations, of a reading assignment often occur and many vocabulary mistakes appear in their language output tasks.

Studies also revealed that always students finds many problems due to the use of dictionaries, but most of the reasons are related to misunderstand, created by teachers in like, teachers discourage students to use bilingual dictionaries, students believes that, using dictionaries on the classroom may delay the process of learning or using dictionaries may even interfere in students proficiency and others, concern with the lack of training students on dictionary use, and as consequence students are not able to manage correctly dictionaries. Pousi, A. (2010), Chan, A. Y. (2010) and G. A. Marmol. (2013).

In this research, we may conclude that students at Liceu 26 de Abril N^o 1677- Lubango find many problems to use dictionary in learning English as a Foreign Langue, and the many reasons are related to four misconceptions such as:

- a) It takes too much time to consult the dictionary
- b) The information found in dictionary is insufficient
- c) There are too few examples in dictionary
- d) Failure to understand the pronunciation information

Looking to the results from the Chapter 2 and Table 2.11, we may realise that, students finds very serious problems in the use of dictionaries since they are emerged to many misunderstandings and we may infer that teachers have highlighted as being one of the most reasons for the following misconceptions:

- a) disappointment to understand the pronunciation information
- b) it takes too much time to consult the dictionary
- c) the information found in the dictionary is insufficient
- d) there are unclear examples

3.7. Data Analysis regarding Bilingual Dictionaries Use Strategies

From the Table 2.3, of the Chapter 2, students trust that one of the Bilingual Use Strategies is to look up the meaning of a word oruuua phrase and to check spelling both covered by 57%, and also 37% from the Table 2.4, concluded that, to use the dictionary to translate from English into Portuguese is a strategy for utilizing a bilingual dictionary.

As can be seen in the Table 2.3, of the Chapter 2, (40%) of the teachers who participated determined that, one of the strategy to use bilingual dictionary is to find out whether a word is in common usage, to look up antonyms (the opposites) and to look up for the transcriptions of words.

This is to affirm that spite of students encountering so many barriers, for utilizing bilingual dictionary also recognised by the teachers, they both agree that students should be taught on how to use bilingual dictionary and why. And one of the reasons should be for stimulating the main skills in such: reading, writing, listening and speaking to enhance their vocabulary learning.

CONCLUSION AND RECOMMENDATIONS

It is, therefore, evident that this research focuses on the Exploring the Use of Bilingual Dictionaries for Developing EFL Vocabulary at Liceu 26 de Abril N° 1677-Lubango, and within this topic, the investigation has shown that the use of a dictionary either by students or by teachers carries so many barriers, which limit the students to develop vocabulary for producing English efficiently.

This is to say that, for my two years of observing and teaching practice (TP) at **Liceu 26 de Abril N° 1677-Lubango**, that is, a secondary school aimed to general acknowledgements, my colleagues and I always seemed to face most of the students to encounter many difficulties in achieving the required level of vocabulary proficiency. That is to say that, one of the factors due to the identified problem is the inadequate training of students in the use of dictionaries. Consequently, students were not able to learn English as a Foreign Language Efficiently, and several authors in the like: Albereghi (2015) Al Sayed, and Siddiek (2015); Chan (2010); Hatabb (2014) and Pousi (2010), they recommended the strategy of using dictionaries mostly the bilingual one, in order to overcome the lack of vocabulary proficiency in English.

Therefore, to achieve the results on the topic and the problem presented we have decided to work on the following three questions:

- What kind of dictionary do students usually use and why?
- Which dictionary would they prefer?
- How can students use the dictionary to enhance learning?

To lead this investigation, it was used two types of instruments (Students Questionnaire and Teachers Questionnaire): for data collection quantitative and qualitative (the analysis of the data collected). There were no hypotheses, it was just used the results obtained from the questionnaires and the literature review background, and according to that the research has reached to the following conclusions and recommendations:

CONCLUSIONS

Responding the first question the research has concluded that, 57% of the students used bilingual dictionary to look up the meaning of a word or a phrase and to check spellings, while, 80% of the teachers used monolingual dictionary, for synonyms (similar words), it can be inferred that there is a controversy between students and teachers. (See Chapter 2 and Tables 2.3 and 2.5.) Moreover, it is also observed that in terms of frequency 40% of the students used the dictionary when they want to write in English gathered, whereas, 60% of the teachers they frequently used a dictionary when they want their students to read in English. (See Chapter 2 and Table 2.4 and 2.6).

It can be seen that students at Liceu 26 de Abril N° 1677-Lubango don't take advantages of Bilingual Dictionary at all while that teachers recommend monolingual dictionaries than bilingual and the reason is related to misconception. (See Chapter 1, and subsection 1.10.2).

Secondly, with regard to dictionary preference, the study revealed that Electronic dictionary, On-line dictionary and Pocket electronic dictionary seem to be unknown tools in the process of learning EFL, which means that students are not able to take advantages of all types of dictionaries at Liceu 26 de Abril N° 1677-Lubango, while that 77% students of the respondents prefer to use Small Pocket booklet non-electronic dictionary and 50% of the teachers who participate in the investigation recommend Paper dictionaries, and the reason has to do with their availability and accessibility, differently to electronics dictionaries, although and most of the students have difficulties to access the mobile phones, laptop, iPod and other similar electronic devices. (See Chapter 2 and Table 2.7 and 2.8).

It can be seen in the Chapter 2, and Table 2.10 that, (93%) of the respondents (students) at Liceu 26 de Abril N° 1677-Lubango assumes that they never were taught on how to use a dictionary and as a result, students encounter so many difficult in the use of dictionary for learning English as a Foreign Language, whereas 66,6% believes that, first, It takes too much time to consult the dictionary, while that, the information I found in dictionary is insufficient and too few examples both take the second place with 56,6%, and failure to understand the pronunciation information is in the third position with not more than 53,3%

all other reasons are under 33,3% to 13,3%. (See Chapter 2 and Table 2.10 and 2.11).

RECOMMENDATION

According to the above revealed conclusion, we suggest as the recommendation the following thoughts:

Teachers at Liceu 26 de Abril N° 1677-Lubango should identify why students refuse to use a monolingual dictionary and why do they prefer to use a bilingual dictionary, and instructions on the advantage of using bilingual and monolingual dictionaries should be reinforced in the educational program to avoid misconceptions in the use of bilingual dictionary.

Teachers at Liceu 26 de Abril N° 1677-Lubango should identify their students preference in the use of different types of dictionary, in addition they should encourage students to use different types of dictionary for different purposes with much effort to electronic dictionary, On-line dictionary and Pocket electronic dictionary which seems to be unknown to the students.

Teachers at Liceu 26 de Abril N° 1677-Lubango, should explore the difficulties students are showing in dictionary use, and it is important to set periodically a training program where students are exposed to the importance of utilizing other types of dictionaries for different circumstances..

Considering the importance of using bilingual dictionaries, students at Liceu 26 de Abril N° 1677-Lubango, should not only focus on the meaning of the new item, they should use it for other purposes.

Students at Liceu 26 de Abril N° 1677-Lubango, should be taught on the different Skills, moreover, teachers should also teach their students on how to use dictionaries effectively.

Both teachers and students Moreover, at Liceu 26 de Abril N° 1677-Lubango, should give much importance to the value of the bilingual dictionaries due to the undeniable benefits that it can provide in the process of learning and teaching English as Foreign Language.

Bilingual dictionaries at Liceu 26 de Abril N° 1677-Lubango, should available in the library for students to use in the classroom.

APPENDICES



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SECÇÃO DE INGLÊS

APPENDIX ONE – Teacher Questionnaire

Dear Teacher,

My name is Estêvão Catengue Alfredo, a student registered in year 4 at ISCED-HUILA in English major. I am conducting a study on Exploring the Use of Bilingual Dictionaries for Developing EFL Vocabulary at Liceu 26 de Abril Nº 1677-Lubango for my Licenciatura Degree. The main purpose of my research is to explore the students' and teachers' attitudes and perceptions about the use of the dictionary in general and the bilingual one in particular for developing EFL students' vocabulary at Liceu 26 de Abril Nº 1677-Lubango, in order to enhance their language proficiency by focusing in the vocabulary context. With this questionnaire, I wish to get feedback regarding your experience through teaching English as a Foreign Language. I wish to hear your opinion on Exploring the Use of Bilingual Dictionaries for Developing EFL Vocabulary. Your participation is optional however, your contribution is extremely important for my research and I will appreciate your cooperation.

Yours sincerely,

Estêvão Catengue Alfredo

N.B. Please read the questions carefully and answer them sincerely in the spaces provided. No participant will be forced to participate in the study. It is assured that everything said in this questionnaire will remain confidential. There is no right or wrong answer; all information given therefore will be useful.

Part 1 – Personal Information

1. **Gender. Please put a cross (X).**

- a) Male ()
- b) Female ()

2. **Age.** Please, indicate your age range with an X in the space provided.

- a) 25-30 b) 30-35 years old _____, c) 36-40 years old _____, d) 45-45 years old _____, e) other (specify) _____

3. **Academic qualifications. Please, tick (√)**

- a) Bachelor's Degree _____
- b) Licenciatura Degree _____
- c) Master's Degree _____
- d) PhD Degree _____
- e) Other (specify) _____

4. **For how long have you been a teacher? Please tick (√) appropriately.**

- a) 0-8 _____, b) 8-16 _____, c) 16-32 _____, d) _____

Part 2 – The Use of Bilingual Dictionaries

5. **What are the two skills that you often use the dictionary for?**

Listening

Speaking

Reading

Writing

6. **Have you ever been taught how to use the dictionary?**

Yes

No

7. **What types of dictionaries do you often use? Place a check (×) over the appropriate number, being ① = Never, ① = Rarely ② = Sometimes, ③ = Often, ④ = Always**

Electronic dictionary	①	①	②	③	④
English-English monolingual dictionary	①	①	②	③	④
English-Portuguese bilingual dictionary	①	①	②	③	④
Online dictionary	①	①	②	③	④

Paper dictionary	0	1	2	3	4
Pocket electronic dictionary	0	1	2	3	4
Portuguese-English bilingual dictionary	0	1	2	3	4
Small pocket booklet non-electronic dictionary	0	1	2	3	4

8. How often do use a dictionary for these different language activities?

Place a check (×) over the appropriate number, being 0 = Never, 1 = Rarely 2 = Sometimes, 3 = Often, 4 = Always

I use the dictionary during or after listening	0	1	2	3	4
I use the dictionary to translate from English into Portuguese	0	1	2	3	4
I use the dictionary to translate from Portuguese into English	0	1	2	3	4
I use the dictionary when I speak or want to speak in English	0	1	2	3	4
I use the dictionary when I want to write in English	0	1	2	3	4
I use the dictionary when reading an English text	0	1	2	3	4

9. What type of dictionary (monolingual or bilingual) would you use the most in each of this kind of information? Please choose only one, with a check (×) in the appropriate box.

Information	Monolingual English-English	Bilingual English-Portuguese	Bilingual Portuguese-English
for etymology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
for synonyms (similar words).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to check for collocation, i.e., words and phrase that go with a vocabulary item	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to check spellings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to check the grammatical function/structure of a vocabulary item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to find out whether a word is in common usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to look up antonyms (the opposites).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to look up for the transcriptions of words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to look up the meaning of a word or a phrase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
when I want to know the pronunciation of a vocabulary item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
when I want to see some examples about the uses of a certain word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What difficulties or problems do you often face in dictionary use?

Place a check (×) over the appropriate number, being 0 = Not at all a

problem, ① = – Minor problem, ② = Moderate problem, ③ = Serious problem, ④ = Very serious problem.

Failure to understand the pronunciation information.	①	②	③	④
It takes too much time to consult the dictionary.	①	②	③	④
The information I found in the dictionary is insufficient to find the information I want.	①	②	③	④
To find the word sought.	①	②	③	④
to identify the right meaning in a polysemous word.	①	②	③	④
to understand the definition.	①	②	③	④
To use the dictionary whenever I want.	①	②	③	④
Too few examples	①	②	③	④
Unclear examples	①	②	③	④

Part 3 Students Dictionary Preference

11. Are you satisfied with the kind of dictionary you use in classroom. Please circle your option corresponding to your answer.

Dictionary use preference	dissatisfied	Extremely dissatisfied	Satisfied	Extremely Satisfied
Bilingual	1	2	3	4
Monolingual	1	2	3	4

12. I like to use a bilingual dictionary. Please tick (✓) your option corresponding to your answer.

- a) Agree
- b) Disagree
- c) Not sure

13. I like using a dictionary during lessons. Please tick (✓) your option corresponding to your answer.

- a) Agree
- b) Disagree
- c) Not sure

14. I don't like to use a dictionary. Please tick (✓) your option corresponding to your answer.

- a) Agree
- b) Disagree

c) Not sure

Part 4 The use of dictionary to enhance learning

15.. I need more training in using dictionary. Please tick (√) your option corresponding your answer.

- a) Agree
- b) Disagree
- c) Not sure

16.I find using a dictionary in the exam helpful to me. Please tick (√) your option corresponding your answer.

- a) Agree
- b) Disagree
- c) Not sure

17.I have learnt a lot from my "techno terms dictionary". Please tick (√) your option corresponding your answer

- a) Agree
- b) Disagree
- c) Not sure

Thank you, very much, for your participation!!!



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APPENDIX TWO– Student Questionnaire

Dear Student,

My name is Estêvão Catengue Alfredo, a student registered in year 4 at ISCED-HUILA in English major. I am conducting a study on Exploring the Use of Bilingual Dictionaries for Developing EFL Vocabulary at Liceu 26 de Abril Nº 1677-Lubango for my Licenciatura Degree. The main purpose of my research is to explore the students' and teachers' attitudes and perceptions about the use of the dictionary in general and the bilingual one in particular for developing EFL students' vocabulary at Liceu 26 de Abril Nº 1677-Lubango, in order to enhance their language proficiency by focusing in the vocabulary context. With this questionnaire, I wish to get feedback regarding your experience through teaching English as a Foreign Language. I wish to hear your opinion on Exploring the Use of Bilingual Dictionaries for Developing EFL Vocabulary. Your participation is optional however, your contribution is extremely important for my research and I will appreciate your cooperation.

Yours sincerely,

Estêvão Catengue Alfredo

N.B. Please read the questions carefully and answer them sincerely in the spaces provided. No participant will be forced to participate in the study. It is assured that everything said in this questionnaire will remain confidential. There is no right or wrong answer; all information given therefore will be useful.

Part 1 – Personal Information

1. Gender. Please put a cross (X).

- c) Male ()
d) Female ()

2. Age. Please, indicate your age range with an X in the space provided.

- b) 15-20 b) 21-25 years old _____, c) 30-36 years old _____, e) other
(specify) _____

3. Academic qualifications. Please, tick (√)

- f) 12 Grade _____
g) 13 Grade _____
h) Other (specify) _____

4. For how long have you been learning English as a Foreign Language? Please tick (√) appropriately.

- a) 0-2 _____, b) 3-4 _____, c) 5-6 _____, d) Other (specify) _____

Part 2 – The Use of Bilingual Dictionaries

5. What are the two skills that you often use the dictionary for?

- Listening
Speaking
Reading
Writing

6. Have you ever been taught how to use the dictionary?

- Yes
No

7. What types of dictionaries do you often use? Place a check (X) over the appropriate number, being ① = Never, ① = Rarely ② = Sometimes, ③ = Often, ④ = Always

Electronic dictionary	①	①	②	③	④
English-English monolingual dictionary	①	①	②	③	④
English-Portuguese bilingual dictionary	①	①	②	③	④
Online dictionary	①	①	②	③	④
Paper dictionary	①	①	②	③	④
Pocket electronic dictionary	①	①	②	③	④
Portuguese-English bilingual dictionary	①	①	②	③	④
Small pocket booklet non-electronic dictionary	①	①	②	③	④

**8. How often do use a dictionary for these different language activities?
Place a check (×) over the appropriate number, being ① = Never, ② = Rarely ③ = Sometimes, ④ = Often, ⑤ = Always**

I use the dictionary during or after listening	①	②	③	④	⑤
I use the dictionary to translate from English into Portuguese	①	②	③	④	⑤
I use the dictionary to translate from Portuguese into English	①	②	③	④	⑤
I use the dictionary when I speak or want to speak in English	①	②	③	④	⑤
I use the dictionary when I want to write in English	①	②	③	④	⑤
I use the dictionary when reading an English text	①	②	③	④	⑤

9. What type of dictionary (monolingual or bilingual) would you use the most in each of this kind of information? Please choose only one, with a check (×) in the appropriate box.

Information	Monolingual English-English	Bilingual English-Portuguese	Bilingual Portuguese-English
for etymology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
for synonyms (similar words).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to check for collocation, i.e., words and phrase that go with a vocabulary item	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to check spellings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to check the grammatical function/structure of a vocabulary item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to find out whether a word is in common usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to look up antonyms (the opposites).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to look up for the transcriptions of words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to look up the meaning of a word or a phrase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
when I want to know the pronunciation of a vocabulary item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
when I want to see some examples about the uses of a certain word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. What difficulties or problems do you often face in dictionary use?
Place a check (×) over the appropriate number, being ① = Not at all a problem, ② = Minor problem, ③ = Moderate problem, ④ = Serious problem, ⑤ = Very serious problem.**

Failure to understand the pronunciation information.	①	②	③	④	⑤
It takes too much time to consult the dictionary.	①	②	③	④	⑤
The information I found in the dictionary is insufficient.	①	②	③	④	⑤

- | | | | | | |
|---|---|---|---|---|---|
| to find the information I want. | 0 | 1 | 2 | 3 | 4 |
| To find the word sought. | 0 | 1 | 2 | 3 | 4 |
| to identify the right meaning in a polysemous word. | 0 | 1 | 2 | 3 | 4 |
| to understand the definition. | 0 | 1 | 2 | 3 | 4 |
| To use the dictionary whenever I want. | 0 | 1 | 2 | 3 | 4 |
| Too few examples | 0 | 1 | 2 | 3 | 4 |
| Unclear examples | 0 | 1 | 2 | 3 | 4 |

Part 3 Teachers Dictionary Preference

5. Are you satisfied with the kind of dictionary you use in classroom. Please circle your option corresponding to your answer.

Dictionary use preference	dissatisfied	Extremely dissatisfied	Satisfied	Extremely Satisfied
Bilingual	1	2	3	4
Monolingual	1	2	3	4

6. I like to use a bilingual dictionary. Please tick (✓) your option corresponding to your answer.

- d) Agree
- e) Disagree
- f) Not sure

7. I like using a dictionary during lessons. Please tick (✓) your option corresponding to your answer.

- d) Agree
- e) Disagree
- f) Not sure

8. I don't like to use a dictionary. Please tick (✓) your option corresponding to your answer.

- d) Agree
- e) Disagree
- f) Not sure

Part 4 The use of dictionary to enhance learning

9. . I need more training in using dictionary. Please tick (√) your option corresponding your answer.

- a) Agree
- b) Disagree
- c) Not sure

10.I find using a dictionary in the exam helpful to me. Please tick (√) your option corresponding your answer.

- a) Agree
- b) Disagree
- c) Not sure

11.I have learnt a lot from my "techno terms dictionary". Please tick (√) your option corresponding your answer

- a) Agree
- b) Disagree
- c) Not sure

Thank you, very much, for your participation!!!



INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO

ISCED-HUÍLA

DEPARTAMENTO DE LETRAS MODERNAS

SECÇÃO DE INGLÊS

APPENDIX THREE – Student Questionnaire

Querido estudante,

Chamo-me Estêvão Catengue Alfredo, estudante matriculado no 4 Ano do ISCED-HUÍLA, no curso de Linguística Inglês. Para adquirir o grau de licenciatura, estou a fazer uma investigação sobre o Uso dos Dicionários Bilingues para o Desenvolvimento do Vocabulário Inglês como uma Língua Estrangeira no Liceu 26 de Abril Nº 1677. O principal propósito desta investigação é explorar os efeitos do uso do dicionário bilingue bem como o comportamento dos estudantes e professores e suas habilidades correlação ao uso dos dicionários. Com este questionário, eu espero obter a tua opinião em função da sua experiência no uso do dicionário bilingue. A sua opinião não é obrigatória, a sua contribuição é extremamente importante, e ficarei grato pela sua cooperação.

Atenciosamente,

Estêvão Catengue Alfredo

N.B. O questionário que segue é parte de uma investigação sobre o Uso do Dicionário Bilingue para o Desenvolvimento do Vocabulário Inglês como uma Língua Estrangeira no Liceu 26 de Abril nº 1677-Lubango para a aquisição do grau da minha licenciatura. As suas respostas poderão servir de grande ajuda,

por favor, para cada questão, leia as questões calmamente e responda com sinceridade nos espaços providenciados. A sua participação não será forçada e não criará prejuízos. Nós queremos garantir-lhe que, tudo que for dito neste questionário será confidencial. Não há certo ou errado; Portanto toda informação dada será útil.

Parte 1 – Informação Pessoal

01. Género. Por favor marque com (X).

- a) Masculino ()
- b) Feminino ()

02. Idade. Por favor, indique a sua opção com o **X** no espaço providenciado.

- a) 15-20 anos de idade _____, b) 21-25 anos de idade _____, c) 26-30 anos de idade _____, d) Outras (Especifica) _____.

03. Nível Académico. Por favor, sinalise (√)

- a) Classe12 _____
- b) Classe 13 _____
- c) Outros (Especifica)_____.

04. A quanto tempo aprendes o Inglês como uma Língua Estrangeira?

Por favor, sinalise (√)

- b) 0-2 _____, b) 3-4 _____, c) 5-6 _____, d)

Part 2 – O Uso do Dicionário Bilíngue

05. Indique duas habilidades que te levam a usar frequentemente o dicionário?

Ouvir

Falar

Ler

Escrever

06. Alguma vez tiveste aulas como usar o dicionário?

Sim

Não

07. Qual é o tipo de dicionário que usas com mais frequência?
Preencha com um (X) nos numerous apropriados, sendo ① = Nunca, ② = Raramente ③ = Algumas vezes, ④ = Frequentemente, ⑤ = Sempre

Dicionário electrónico	①	②	③	④
Dicionário monolíngue Inglês-Inglês	①	②	③	④
Dicionário bilingue Inglês-Português	①	②	③	④
Dicionário Online	①	②	③	④
Dicionário impresso	①	②	③	④
Dicionário electrónico de bolso	①	②	③	④
Dicionário bilingue Português-Inglês	①	②	③	④
Mini Dicionário não electrónico de bolso	①	②	③	④

08. Com que frequência, usas um dicionário para as diferentes actividades de linguagem? Preencha com um (X) nos numerous apropriados, sendo ① = Never, ② = Raramente, ③ = Algumas vezes, ④ = Frequentemente, ⑤ = Sempre

Uso o dicionário durante ou depois de ouvir	①	②	③	④
Uso o dicionário para traduzir de Inglês para Português.	①	②	③	④
Uso o dicionário para traduzir de Português para Inglês	①	②	③	④
Uso o dicionário quando falo ou quero falar em Inglês	①	②	③	④
Uso o dicionário quando quero escrever em Inglês	①	②	③	④
Uso dicionário quando leio um texto em Inglês	①	②	③	④

09. Que tipo de dicionário (monolíngue or bilingue) que poderias usar mais em cada uma destas informações? Por favour escolha apenas uma com o (X) no quadrado apropriado.

Informação	Monolíngue Inglês-Inglês	Bilingue Inglês-Português	Bilingue Português-Inglês
Para pesquisar palavras etimologicas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Para sinonimos (palavras similares).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Para verificar a colocação de palavras e elementos vocabulários de frases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Para pesquisar a soletração.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Para pesquisar os elementos vocabularios. e gramaticais da função estrutural.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Para identificar a classe de palavra ou a sua derivação.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Para determinar sobre o uso correcto de palavras.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Para localizar palavras antónimas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(opostas).

Para pesquisar transcrição de palavras.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Para pesquisar o significado de palavras ou frases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quando preciso saber a pronuncia de um vocabulário.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quando quero ver alguns exemplos do uso de certas palavras.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Quais são as dificuldades ou problemas frequentes que enfrentas ao usar o dicionário? Preencha com um (x) os números apropriados, sendo, ① = Sem nenhum problema, ② = Problema menor, ③ = Problemas sérios, ④ = Very Serious problem.

Dificuldades para entender a informação de pronuncia.	①	②	③	④
Perde-se muito tempo a consultar o dicionário.	①	②	③	④
A informação encontrada no dicionário é insuficiente.	①	②	③	④
Para localizar a palavra que eu quero.	①	②	③	④
Para pesquisar a palavra que eu pensei.	①	②	③	④
Para identificar o significado correcto de palavras polissemicas.	①	②	③	④
Para definir as palavras.	①	②	③	④
Para usar o dicionário quando eu quero.	①	②	③	④
Pouquissimos	①	②	③	④
Exemplos inclaros	①	②	③	④

11.

Part 3 – Preferência dos Estudantes no Uso do Dicionário

12. Sentiste-te satisfeito com o tipo de dicionário que tu usas nas aulas de Inglês. Por favor marque com X no espaço providenciado.

Preferência	Insatisfeito	Extremamente Insatisfeito	Satisfeito	Extremamente satisfeito
Bílingue	1	2	3	4
Monolíngue	1	2	3	4

13. Gosto de utilizar o dicionário bilíngue. Por favor marque com X no espaço providenciado

- a) Concordo
- b) Discordo
- c) Não tenho certeza

14. Gosto de utilizar dicionário durante as aulas de Inglês. Por favor marque com **X** no espaço providenciado.

- a) Concordo
- b) Discordo
- c) Não tenho certeza

15. Não gosto usar o dicionário. Por favor marque com **X** no espaço providenciado.

- a) Concordo
- b) Discordo
- c) Não tenho certeza

Part 4- O Uso do Dicionário para Estimular o Aprendizado

16. Tens algum treinamento escolar no uso de dicionários nas aulas de Inglês? Por favor, sinalise com um circulo a sua resposta.

- a) Sim
- b) Não

17. Gostaria de ter mais treinamento no uso do dicionário. Por favor sinalize (✓) a sua opção.

- a) Concordo
- b) Discordo
- c) Não tenho certeza

18. Considero o uso do dicionário nos exames uma ajuda para mim. Por favor marque com **X** no espaço providenciado.

- a) Concordo
- b) Discordo
- c) Não tenho certeza

Muito obrigado pela sua colaboração!!!

APPENDIX FOUR: Practical Tips for Identifying a Good Bilingual Dictionary

1. The greater number of entries and translations, the better.

Look to see how many words the dictionary says it contains. This information can usually be found on the outside front or back cover of a dictionary or in the introduction. Because the number of words in a language differs so much from language to language, it is difficult to give an exact number of words as the minimum range necessary for a dictionary to be effective but it should certainly be in the 10s of 1000s of words.

In addition to seeing how many words a dictionary contains, look up some common or useful words (e.g. make, live, shower, full) and examine the things to see if it contains all the meanings and phrases you might expect.

As you might have surmised, pocket dictionaries won't pass this test. They tend to be quite limited in scope and usually don't provide enough information about word usages to be effective.

2. A good foreign language dictionary is easy to understand.

Now look more specifically at 8 to 10 words at random and examine the meaning listed and each one. Are they easy to understand? Are the differences among various usages clear enough?

Whichever dictionary you choose, it is essential for you to familiarize yourself with the notation your dictionary uses. Look in the Introduction or the inside covers for a list of abbreviations employed in the entries, is the system clear?

3. In a good foreign language dictionary, word forms and derived words and word groups are easy to find.

Check some entries with irregular derivation (e.g. shear > shorn, make > made) to see whether they are listed along with the word from which they are derived, whether they are separate entries, or both. Are they easy to find? If they are listed separately, are there cross references pointing to the derivations? Make sure that important word forms are listed, particularly where they are irregular and unpredictable (e.g. child > children, goose > geese, shine-shone) and they are not difficult to find.

In addition, check for common idioms. For example, when you look up sit, do you also find sit down, sit up, and sit out? or when you look up under the entry for weather, do you find under the weather and to weather the storm? And if you look up storm, do you also find the idiom to weather the storm there as well? Good dictionaries should list such common idioms under each of their main parts. Alternatively, as for collocations and/or fixed expressions, when you look up decisions, is the common phrase to make a decision given? Or when you look up kite, do you find to fly a kite under the listing.

4. In a good foreign language dictionary, entries are organised in a way that is easy to use.

Check 8 to 10 entries at random. Are the most common meanings listed first for each?

Also look at several entries to determine whether related words that are different parts of speech have separate entries or clear subentries. For example, if you look up value, is it clearly listed as both a noun and a verb? Is the word valued, which is an adjective, also easy to locate?

5. A good foreign language dictionary contains helpful examples of usage.

Check some entries at random to confirm that there are sufficient examples of usage so that you will understand exactly how the word may be used. For example, if you look up knock, several examples of how it might be used should be provided.

6. A good bilingual dictionary uses a good set of stylistic labels.

Make sure that the dictionary includes information that allows you to know the context in which that particular word should be used (e.g. formal, slang, medical, archaic or old-fashioned).

7. A good translation dictionary provides pronunciation variants.

Apart from providing you with pronunciation variants, the pronunciation should be easy to understand in addition to that, the phonetic transcription should be easy to follow.

8. Electronic dictionaries should be from credible publishers.

With regard to electronic dictionaries, choose one from a Publisher of good repute, whose products are used internationally. To instance this, you can opt for Longman dictionaries, Oxford Dictionaries, and many other less reputed but credible publishers whose products are well known.

Compiled from: World Languages Cultures (2015) and Sketchley (2012).

APPENDIX FIVE: Hints about How to Use bilingual Dictionary Effectively.

Using a dictionary is a skill that students can improve with practice and by following some basic guidelines. Here we have tried to focus on the areas that will help students to make most effective use of their bilingual dictionaries:

- ✓ Make sure you are searching on the right section of the dictionary; because precious time can be wasted looking for a Portuguese word on the English-Portuguese section.
- ✓ Use the guidewords at the top of the page to give you a quick overview of which words are included on the page. These guide words generally show the first and last words on the page so you can straightaway whether the word you want is on the page.
- ✓ Remember that many dictionaries give other information before the translation, for example how the word (verb tenses, plural forms etc.) and parts of speech. Do not just take the first piece of information you come across after the word you are looking for.
- ✓ Make sure that you are looking at the correct part of speech: is the word for which you need the translation a noun or a verb? It might help to brush up on your grammar so that you can quickly tell the difference.
- ✓ Many words have more than one meaning (for example, pool can be for swimming in, a game, or a puddle of water) – These different meanings are labeled in dictionary. It is best not to take the first translation you see without looking at other meanings.
- ✓ Dictionaries often include very common or set phrases separately at the end of the entry (for example, to learn something by heart), as these phrases often have unpredictable translation. Have a quick look at any phrases in the entry to check whether what you want is given there.
- ✓ Don't overuse the dictionary. It takes time to look up words and is not always convenient to do so, so try to think of another way to say things using words you already know. You can often guess the meaning of the foreign word by using other words in the sentence to give you a clue. When you do want to use the dictionary, sometimes you only need to look up one key word in a sentence to understand what is being said.

Adapted from Collins Secondary (2017)

APPENDIX SIX: Tips for identifying the right translation.

The most common mistake that inexperienced dictionary users make is take the first answer they find, without scanning the entry as a whole looking for the information they need. The steps below can be helpful in the process that culminates with the selection of the ideal equivalent.

1. Scanning all of the definitos of translations in the entry.
2. Reading the examples, gramar code, collocation information and style labels and finding the ones that best fit the context in which the target word is used.
3. Cross-refering. If the word was sought in a bilingual (L1 to L2) double check the translation of the candidates in the L2 to L1 section.
4. Adding any inflections that we eliminated during original search to fit the linguistic contexto in which they will be used.

Adopted from El-Sayed and Siddiek (2013)

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