The Influence of Bilingual Dictionary Use vs. No Dictionary Use on the Reading Comprehension and Word Power Improvement of Iranian EFL Learners: with a Focus on Translation Skill

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Abstract – The effect of dictionary usage on English as a foreign language (EFL) test performance is a controversial topic. Teachers generally regard both monolingual and bilingual dictionaries as necessary tools for effective reading comprehension. Students of EFL are expected to know how to use bilingual dictionaries without specific guidance (Marsha Bensoussan & Donald Sim, 1984). This study aimed to explore the impact of the use or non-use of bilingual dictionary on reading comprehension performance and word power improvement of Iranian EFL learners in Kerman Azad University. 80 English students studying at Kerman Azad University who had taken reading comprehension course in the academic year 2016-2017 were randomly selected for the purpose of this study. The instruments used to collect the required data were an attitude questionnaire to evaluate learners' attitudes, and the students' scores to evaluate their reading comprehension performance. After filling the questionnaires by leaners, the collected data were analyzed by using SPSS tools. Also, an interview with some of the learners was done to determine learners' attitudes toward a bilingual dictionary. The findings of the study demonstrated that using a bilingual dictionary had positive effect on reading comprehension performance of EFL learners.

***Keywords*:** Bilingual Dictionary, Reading Comprehension, Vocabulary, Translation

1. INTRODUCTION

What is the role of vocabulary in language learning and teaching? Does it play a primary role or a secondary one? In recent years different studies have emphasized the importance of vocabulary in language learning and teaching. Celce-Murcia and Macintosh (1991), for example, commented that, one should have an extensive knowledge of vocabulary if he or she wants to be able to comprehend a text at a relatively rapid rate. Also, since reading according to Chastain (1988) is one of the basic skills in language learning, having a good knowledge of vocabulary is important. Based on the theories of Johnson (2001), the researchers of most papers try to increase the word power of EFL learners and for this issue; they ever used the dictionaries in order to get this aim. But in the study by Davis (2002) on 200 EFL learners from different countries with various native languages, he presented a theory (contrast to Johnson) and also he said that regarding to the first language of learners (L1) studying in English (L2), use of dictionary can be so effective or non-effective. Considering the languages which are structurally similar to the English language, the use of dictionary can be so fruitful but in the languages' embedment, the use of dictionary can be effective for a short time but it does not have useful effects on the word power as well as the reading comprehension of EFL learners

during the long time and it decreases their word power learning. Davis et al. (1999|) said that using the modern learning methods can help the EFL students in order to learn different meanings within the main text and also find the similar meanings and also it affects the word power of EFL learners and increase the efficiency of their reading comprehension power over the long time. Therefore, these studies show that in order to learn English, increase the word power of EFL learners and improve their reading comprehension in English, a distinctive study must be done on these points regarding the native language of this target group. This paper studies and analyses the relationship or the use of dictionary on the ability of EFL learners in order to learn English and it is possible to present the good strategies along with the modern learning techniques for learning English associated with the results of this study.

1.1. Statement of the Problem

Since learning English, vocabulary and reading them in different levels such as elementary, intermediate and advanced are so important in the English courses, it seems that lack of extensive studies in the schools and universities to solve the above problem is considered as a serious point. Additionally, the effect of using dictionaries and their effect on learning English among the English students were considered in the educational syllabuses. Using dictionaries for improving the learning levels of students as well as ignoring the use of dictionaries is accounted as one the most important issues in order to determine the learning strategies for the students. For this reason, the present study tries to determine whether the use of dictionary can be as an effective tool for improving the vocabulary level among the students and also can increase the understanding level of reading comprehension among the translation students or not.

1.2. Objectives of the Study

The present study aimed at studying the role and effect of using dictionary or lack of it as a supplementary tool in order to learn English better among the English students of Islamic Azad University. Additionally, it tried to study and discover a relationship between the use of dictionary and its effect on the vocabulary knowledge as well as the effect of understanding level among the students. In addition, the role of dictionary and its effect on the skill of translation were studied. It must be noted that the major aim of this study is to study the influence of dictionary among EFL learners in order to learn the English lessons to the ones who do not use such sources. Also it aimed at studying its effect on reading comprehension and improving the level of words learning among such students. The participants of this study were 80 EFL students from Islamic Azad University. This study was one in three stages as follows:

1. Preparing the questionnaire for searching and finding the habits of students toward using dictionaries as well as their approaches to this case and its effect in order to increase the level of vocabulary learning of students,
2. Preparing a checklist of vocabularies which is a pre-test before doing the main test in order to collect the qualitative data. In this test, reading words' tests, pre-test and word test of quasi-question was done, and

3. Testing the comparing or control groups and interviewing with a small group in order to collect the qualitative data associated with the quantitative analysis.

   Thus the study aimed at studying whether there is a significant statistical relationship between the vocabulary domain and reading comprehension scores of these two groups or not.

1.3. Research Questions

The related questions of this study are limited to the different parts such as scientific contribution, demographic questions and spatial factors, i.e., the place of this study. This present study tries to answer the following questions:

1. Is there a statically significant difference between the behavior of students who are using dictionary and the others who do not use it or not?
2. Is there a statically significant difference between the reading comprehension scores of these two groups (students who are using dictionary and the others who do not use it) or not?
3. Is there a statically significant difference between the scores of these two groups toward the lessons such as conversation which help them to improve the vocabulary levels (students who are using dictionary and the others who do not use it) or not?
4. Is there a logical relationship between using the dictionary and improving the vocabulary level of English students or not?
5. Is there a logical relationship between ignoring dictionary (not using it) and decreasing the understanding level of English students or not?
6. Which of these aforementioned relationships directly affect the improvement of understanding level among the English students?

1.4. Significance of the Study

Since it has been believed that the use of dictionary can help the English students as an effective tool, but some of these researchers including ESL researchers believe that the use of dictionaries damages the second language or L2 students and weakens their vocabulary levels. These researchers believe that ignoring the dictionaries (non-using) during reading the official texts in order to learn the meaning by using the meaning of that word in a sentence or finding the equivalent of those words are so effective in improving the vocabulary domain of English students. Therefore, this paper due to the less number of studies about the relationship between using dictionary or lack of it, aimed at studying this relationship and the level of vocabulary learning as well as the understanding ability of English students (L2) and their translation skill. In addition, it tries to study the effect of this relationship on the learning strategy of words.

2. LITERATURE REVIEW

A number of studies have investigated the effects of bilingualism dictionary and no dictionary on reading comprehension and word power improvement of Iranian EFL learners. Some of these studies have been selected and discussed here.

2.1. Studies Done in Iran

Bagheri, Roohani and Nejad Ansari (2012) conducted a study whose chief goal was to clarify which approach of vocabulary teaching, (a CALL-based or a non-CALL based approach) result in better outcomes in teaching and learning English vocabulary in a short and longer period of time. In other words, the effectiveness of the above approaches was examined. For this study, the following research question was formulated by the researchers: Is CALL-based approach of teaching more efficient than non-CALL-based approach of teaching in short and long run? Consequently, the following null hypothesis was drawn from the research question of the study: CALL-based approach of teaching is not more efficient than non-CALL based approach of teaching in short and long period of time. To answer the research question and consequently reject or accept the null hypothesis, the researchers took the following steps: They recruited 61 Iranian EFL learners, as participants, from a private language institute in Isfahan, Iran. They were all females and their age range was 11-13. The instruments that they used in this study for data collection were a proficiency placement test, a vocabulary software program called 'Phonics' and pre and posttests. To collect the data, first, a proficiency placement test was administered to 90 EFL learners in a language institute in Isfahan, Iran, to have a more homogenous group. Second, the participants were randomly allotted to two groups: CALL and non-CALL. Third, CALL group was taught by Phonics software in a language laboratory equipped with sufficient computers; the Phonics software helped learners learn pronunciation and vocabulary. Fourth, the non-CALL group practiced the same vocabulary but they did it in the classroom. The teacher utilized paper, pictures, cassette player, flash cards and other realia to teach vocabulary to the control group. Finally, the vocabulary test was given to both groups after twenty sessions of instructions to assess their immediate learning, and 20 days later the same vocabulary test was administered to both groups, as delayed posttest, to see the influence of instructions in both groups. The findings of this study illustrated that the function of the CALL users and non-CALL users on the L2 vocabulary test were not significantly different in the immediate and delayed posttests. The results also indicated that both CALL-based and non-CALL based approaches significantly enhanced their L2 lexical knowledge in short and long period of time.

Tamjid and Moghadam (2012) conducted an experimental study to investigate the effects of Narsis software on Iranian intermediate EFL learners' vocabulary acquisition. To this end, 46 homogeneous intermediate EFL learners were invited to participate in this study. They were randomly assigned to experimental and control groups. The experimental group received the treatment by Narsis software which was based on "504 Absolutely Essential Words" book over a one-month period of time. The control group was taught the same vocabulary by traditional method. After the treatment, both groups sat for the same posttest. The analysis of the results showed that the experimental group outperformed the other group and the participants in the experimental group (through interviewing) had positive attitudes towards Narsis software.

In a study, Mansouri (2014) in Payam Noor University of Guilan discussed and analyzed two different methods of using technology and determined which of the methods worked better. A comparison between vocabulary software flashcard and word clouds on vocabulary learning (retention) compared by the researcher. He decided to see which method encourage learners

more and they would do better with which kind of using technology? Since using different technology-related tools for vocabulary learning was the goal of the study but not different ways of vocabulary teaching, there was no control group in the study and both groups were treatment groups. As a result, the method used for vocabulary teaching for both groups was the same. The method used for vocabulary teaching was a normal method using examples, pictures, miming, etc. After teaching different vocabularies, different questions were asked to make sure that the students had understood the meaning of words. There were 44 participants in this study, all being male learners. Their native language was Farsi and they were studying English for two to four years. Their age range was 16 to 21. The instruments used in this study were Top Notch 1B book (Saslow & Ascher, Pearson Education, 2011), Michigan Test of English Language Proficiency (1997) as a pretest, flashcard software, a hard copy of word clouds and a posttest. Two intact classes were used in the study and that was because of the effect of intact classes on increasing face validity of the research. To ensure homogeneity, a Michigan Test of English Language Proficiency (1997) was administrated at the beginning of the study to assess the participants' level of language proficiency. In this study which lasted for one and a half month (three times a week and 90 minutes for each session), the first treatment group (chosen through randomization) was taught vocabularies by word clouds methods and the other treatment group was taught vocabularies by software flashcard technique. At the end of the semester, a posttest was given to the learners to check their progression. The finding of the research revealed that the group with word clouds welcomed the way and got better results in comparison to software flashcard group. The participants' vocabulary learning in the word cloud group was improved via using word clouds as a tool for vocabulary learning and retention. The significance difference between both groups proved that although technology is helpful in most of the aspects of everyday life and especially learning vocabulary, every type of using technology cannot be that helpful.

2.2. Studies Done Outside Iran

In their study, Reinking and Rickman (1990) examined the impact of exhibiting texts on a computer screen which presented the meanings of complex words on intermediate readers' vocabulary learning and comprehension. After they had been randomly allocated to four treatment conditions, the participants read two informational passages including several difficult words distinguished by teachers. In two conditions, they read the texts on printed pages with either a glossary or a dictionary including the difficult words. In the other two conditions, they read the texts on a computer screen that presented either elective or compulsory assistance with the meanings of the complex words. The findings revealed that participants who read texts with computer assistance scored meaningfully higher on a vocabulary test, and participants who read texts on the computer screen with compulsory assistance also outstripped other participants on a comprehension test. The researchers came to conclusion that reading comprehension can be enhanced when computer-mediated passages are employed to develop or to control options for obtaining information.

Leffa (1992), in another CALL-based research in an EFL context, explored the influences of an electronic glossary on reading comprehension of authentic texts. The results of the study indicated that a computer-mediated electronic glossary was significantly more effective than a

traditional bilingual dictionary, making beginning level students understand 38 percent more of the texts, with 50 percent less time.

Knight (1994) examined the impact of a computerized dictionary on incidental vocabulary learning and reading comprehension. To do this, university intermediate-level Spanish students were chosen as participants of the study. They were randomly allocated to two groups: dictionary access and no dictionary access. A computer was available for dictionary access group which was programmed to keep information of the number of words each student searched and the time each student devoted to reading a paper. The participants of no access group used ordinary method of learning for a specific period of time. Based on the results of the vocabulary tests and recall tests, Knight concluded that learners who benefited a computerized dictionary acquired more vocabularies than their peers in control group.

Iheanacho (1997) explored the impacts of two multimedia CALL programs on vocabulary learning. Eighty six intermediate ESL learners took part in this study. They were randomly allotted to one of the two treatment groups. Participants of group one watched a program with motion graphics and text while participants in group two watched a program that had motionless graphics and text. They were supposed to study the names of tools and objects. After taking the pretest, both groups watched the video of the tools and sat for an immediate posttest and a two-week delayed posttest. The results showed no treatment effects. Additional analysis showed meaningful time effects but no meaningful interaction between the treatment and time. Participants who learned through motion graphics outperformed those who learned through motionless graphics regarding the recall tests.

In another study, Getkham (2004) examined the vocabulary development of two groups of students; one using computer program and the other using traditional printed texts. The findings showed that both groups enhanced their vocabulary knowledge after applying vocabulary practices but the students in both groups forgot some words after one month. Nevertheless, the amount of forgetting of vocabulary in the group using printed texts was more than that of the group using multimedia. This was proved by comparing the results of an immediate posttest and a delayed posttest. The researcher deduced that a computer program could make vocabularies long-lasted in students' minds.

The main purpose of a study conducted by Akkoyunlu and Soylu, (2006) was to explore students' perceptions towards combined learning. The focus of this study was on the following points: students' perceptions considering the combined learning situation and students' views towards combined learning depending on their level of achievement and participation frequency to the forum. The number of participants taking part in this study was 64 students selected from the computer education and instructional technologies department in 2005 and 2006. Data was collected through the following measures: a questionnaire that was chiefly intended to elicit students' opinions regarding combined learning, open ended questions presented to students at certain periods, students' achievement scores, and records showing students' participation in online activities. Results showed that students enjoyed learning in a combined learning situation as their score improved. In addition, they had a positive attitude regarding using combined learning in classes. Accordingly, this means an enormously high significance of the usage of communication and interaction for the success achievements of online learning.

Ma and Kelly (2006) conducted a study to investigate the impact of a computer- assisted vocabulary learning software called "WUFUN" on vocabulary acquisition of Chinese students. In this study, the following research questions were posed: How much does WUFUN help Chinese students in acquiring difficult vocabulary both inside and outside the classroom? Does WUFUN assist students in learning vocabulary? What is the students' evaluation regarding WUFUN? What were students' attitudes regarding the results of their learning? In this study, the data was collected from two groups of freshman students at three different universities. Thirty five low intermediate students constituted the participants. The first group contained 17 volunteered students, while the second one comprised 18 students that had been deliberately selected by their teacher; the second group underwent the experiment. The experiment was conducted in eight stages as follows: pre-productive and receptive tests, pre-questionnaire, software usage, post-questionnaire, post-productive and receptive tests, and finally an interview. The interview was conducted among only those who used the software to elicit their attitudes about it. First, a pretest was administered to students. This test included both receptive and productive activities. In order to ensure that the participants did not know the target words, students took receptive and productive tests before using the software. Students were presented with a pre-questionnaire, before using the software, in order to find about their learning strategies and their anticipations regarding using the software. Second, in order to enhance the students' background information, they were provided with a description of the context. Then, students were presented with a number of target words listed in a mini dictionary with collocations, words in sentences, translation, definition, and pictures. Moreover, students listened to a sentence and were inquired to make a mental picture concerning it. Actually, students were presented several clues to remember the word; affixes, roots, or any connections with other words could be of such clues. Researchers aimed to use various assistances to help students memorize words, taking into consideration their different learning styles. Besides, to become familiar with the target words, students were asked to complete different exercises. These exercises included: synonyms, acronyms, and collocations. These exercises had to be repeated more than once. Third, students were provided with idioms. Indeed, the participants found idioms intricate as their meanings were subtle. Hence, the researchers helped students in learning these idioms by presenting them pictures related to the meaning popping up with a voice describing them. Finally, the same tests were administered to students after using the software to recognize their vocabulary improvement and a post-questionnaire was given to students, after using the software, in order to identify their statements and ideas for increasing the software usage in meeting their needs. The results of the study showed that computer-assisted vocabulary learning i.e., "WUFUN" was effectual inside and outside the classroom. Students distinguished intricate words better from "WUFUN"; the receptive learning amount was limited than the productive learning amount and the majority of students had positive attitude towards the use the software to learn vocabulary.

Christensen, Merrill, and Yanchar (2007) conducted a study to compare the effects of two pieces of software; Computer-Assisted Vocabulary Learning (CAVL) software which was based on the diglot theory ("di" means two and "glut" means language) and the other complex computer software application on the acquisition of vocabulary. In this study, the following research questions were raised: Does the diglot method develop the acquisition of vocabulary

learning more than an ordinary complex computer-based drill program? Does the diglot approach intensify the development of vocabulary more than an ordinary complex computer-based drill program? Does the diglot approach seem to be more appealing to students than an ordinary complex computer-based drill program? Two important pieces of software were used in this study; first, the "diglot reader" software contained fifteen chapters including a list of 5417 words. A total of 326 Spanish words existed in these chapters. This software included texts written in English with underlined Spanish words. A new Spanish word was shown every fifteen words in the text. The participants could see and hear English translation and pronunciation of Spanish words respectively. The participants were first inquired to read a story written in English with Spanish words. Second, computer-based drill program software contained Spanish words in the form of a list with its English translation through electronic flash cards. It included words in isolation without context. Using this software, the participants were able to choose the proper English equivalences from among the provided choices. Getting immediate response and listening to the native pronunciation of the Spanish words were among the features of this software and moving the word from the practice section to the review section and vice versa was another feature of this software. In this study, the data was collected from 27 volunteer students registered in a big private university taking preliminary Spanish courses. Most of the participants were female. Twenty seven participants were randomly assigned to two treatment groups. The first treatment group used the diglot method while the second group used the computer-based drill method. In the first session, both groups were presented the vocabulary test as a pretest. Next, they were requested to apply the method which they were allotted to. The treatment lasted for one week and the students practiced for three sessions, 50 minutes each. Students were, then, inquired to complete a posttest and then an affection questionnaire. The findings of this research indicated that both groups functioned correspondingly when using both the diglot reader and the computer-based drill method. Yet, the students were more absorbed with using the diglot reader than the practice program. They also declared that the diglot reader increased the usage of vocabulary since it contextualized vocabulary learning.

In a study conducted by Licenjacka and Filologia (2007), two alternative approaches of learning vocabularies (i.e., traditional and CALL-based) were examined. The control group was requested to study a list of adjectives in seven days with no access to technological tools and the word processing software. It was supposed to let the participants free to memorize the words in the way they select themselves. But, the experimental group was provided with the access to the word processing and the occasion to acquire the new words via computers in seven days. The results of the research revealed that, as far as related to learning adjectives, the experimental group outperformed the control group.

The chief aim behind Loucky's study (2007) was to seek out novel methods intended to improve both vocabulary learning and online reading. He compared different kinds of programs to inspect how useful they are in directing learners during vocabulary acquisition and how they evaluate students' vocabulary in a more creative and innovative way. The researcher projected to reprocess the exposure of vocabulary more than once for expanding learners' achievement of vocabulary through using different vocabulary programs and online readings. Forty five graduate students including 43 males and two females participated in this study. These students

who studied in the national university in Kyushu, during the semester, used to do extensive readings containing online readings. The instruments used were: vocabulary knowledge scale, online testing, and a computerized management system. The researcher used these instruments to assess the participants separately. The researcher aimed to enhance students' motivation in learning vocabulary through reading. Besides, the researcher employed various features like: listening to the text and instant glossing. These features were utilized by the researcher to improve students' vocabulary learning during their spare time without being unfocused. Students could organize the most used lexical strategies by evaluating the various vocabulary programs and tests used by the researcher. The results of the study showed that computer-assisted vocabulary learning improved students' vocabulary acquisition. The researcher also found that several strategies for word knowledge need to be employed to ensure a satisfactory acquisition of most words' aspects.

The aim of Zapata and Sagarra's study (2007) was to examine the influence of both paper workbook and online workbook on learning vocabulary. The researchers' hypothesis was that students would have identical performance in online workbooks and paper workbooks in a short period of time. In addition, they asserted that students' higher performance would be surveyed after employing the online workbook for a longer period of time. Data collection was conducted through 549 Spanish students registered in an American university. The students received four hours training per week with either online or paper workbooks. They also took four vocabulary tests and a screening test, two of which were administered to them in the first semester while the other two in the second semester. In the first week of the second semester course in Spanish, students were requested to complete a vocabulary test and a questionnaire. The questionnaire encompassed questions related to the students' previous knowledge of Spanish and the vocabulary tests which were on the computer included synonym and antonym questions. For 24 weeks, students accomplished their homework every week. In order to simplify the comparison procedure, both the quantity and quality of the assignments in both the paper workbook and online workbook were the same. The assignment contained vocabulary, grammar, and listening activities. Students were provided with instant feedback in the online workbook software. Immediate feedback with the several exposures to exercises accelerated the procedure of learning in the online workbook. Thus, the students had numerous chances for improving their vocabulary by practicing more. The aforementioned merits did not exist in the paper workbook because the students had to wait for a longer time to have their teacher's feedback. The four tests were matching in terms of vocabulary knowledge. Between the pretest and posttest, there was a two-month gap. The tests were productive in the form of using words in sentences and receptive in the form of recognizing the meaning of Spanish words. The findings of the study showed that there was no meaningful difference between students who used an online workbook and those who used paper workbooks for a short period of time, still a meaningful difference in more vocabulary gain occurred when using online workbooks for a longer period of time.

The major aim of Lenders's study (2008) was to examine the impact of online dictionaries on English vocabulary acquisition. The researcher pursued the following questions: When and how do learners use electronic dictionaries? What are the learners' views about electronic dictionaries as a tool for vocabulary acquisition? The researcher's hypothesis was that students

would learn how to use electronic dictionaries and the electronic dictionaries would develop active vocabulary learning. Seventy four learners took part in this study. Their proficiency level was between upper-intermediate and advanced levels. For collecting the data, screen observation, Likert scale questionnaire, and interviews were employed. The study lasted for four sequential semesters in a real classroom where students were introduced to the electronic dictionary during their reading tasks. The results of the research indicated that electronic dictionaries developed students' vocabulary knowledge. Electronic glosses were also perceived as an effectual instrument for teaching particular vocabulary and useful for general language teaching goals as well. Moreover, the students perceived it as a beneficial assistance in learning and applicable for their jobs in the future. They also stated that it helped them in learning low frequency words.

In a study, Yusuf, Sim and Su'ad (2014) set out to investigate whether the use of computer textual glosses could aid vocabulary development. To this end, 117 students recruited in the initial stage of this research. They were diploma students from four intact classes of a public university in Malaysia. They were in their first semester of their studies and their age range was 18-20. The final number of students who fully completed the research process was 99 students. Computer textual glosses, a story titled "A Scary Night", uploaded on the internet, and appropriate pre- and posttests were the instruments which were used in this study to collect the necessary data.

To do the study, first, a short narrative text titled "A Scary Night" was adopted from a study by Yoshi (2006) and uploaded on the internet. Then, vocabulary items in the text that were unfamiliar to the students were glossed. The type of glosses which were created was textual ones at word and sentence levels. The word gloss provided definitional meaning of the words while sentence type of glosses provided meaning in contextualized form. Second, to measure the vocabulary knowledge, two sets of tests were designed. Based on the tests scores, the students were stratified into three categories, low, mid, and high proficiency levels. Third, the intended tasks were performed in the groups where they accessed the website which contained the story. They read the story and by clicking on the glossed words, they had the meanings of those words at the word or sentence level. Finally, after reading the text, the students were given both the productive and receptive vocabulary tests. These tests formed the immediate tests. After three weeks, the students were given the same set of vocabulary tests. For this delayed test, the items in the tests were not in the same sequence as in the immediate test. This was done to avoid the test effects of the earlier immediate test. Having conducted the study, the researchers came to the conclusion that textual glosses enhanced students' vocabulary knowledge in short term and increased the students' productive vocabulary.

Wang, Teng, and Chen (2015) conducted a quasi-experimental study to investigate the effect of iPad App on students' English vocabulary acquisition in a Taiwanese classroom. To this end, two freshman English classes with a total of 74 students in a private university in Taiwan were chosen to be the research participants. The instruments and techniques used in the study were iPad "Learn British English Word Power App" which included approximately 2000 words and phrases showing the spelling, translation, pronunciation, and image related to the words, semantic map method, and appropriate pre and posttests. The research participants were divided into two experimental and control groups. After taking the pretest, the instructor

used iPad Application to teach English vocabulary in the experimental group, and used the traditional semantic-map method to teach English vocabulary in the control group. In the treatment period which lasted about 18 weeks (15 minutes each session), students under the iPad instruction were able to study the words by watching words, word pictures, and example sentences through the classroom projector. At the end of the treatment, the students were asked to fill out the questionnaire to understand their attitude towards iPad App teaching in the classroom. Then, both of the two classes took the same English posttest, which was administrated at the end of the course to check the students' progress. The findings of this study revealed that iPad App created significant progress in students' English vocabulary acquisition.

3. METHOD

The participants of the study were 80 EFL students from Islamic Azad University who are studying English major in Islamic Azad University. The tool for collecting data was a questionnaire in which there are questions that was prepared by the researcher. The questionnaire of this study includes three parts; in part one there are questions related to demographic information such as age, gender educational level, and entrance university year; parts two and three consists of 20 questions which are studying the relationship between dependent and independent variables. All above questions are derived from the studies by Fischer in 1998 which have been done by his and his colleagues in 5 American universities, 3 Poland universities, and 3 Chinese universities. Since this questionnaire was used in various studies, so, it has the acceptable reliability and also, since it was used in the countries such as China and Poland, therefore, it can be compatible with the conditions of Iran. As well, the solutions were presented by Fischer (1998) as the researcher can use them in order to modify the questions in a case of their non-inconsistency with the norms of a new statistical society. And then, the researcher presents the new questions regarding the new environment as they must be compatible with the educational and cultural norms of Iran**.** The statistical methods are two-variable correlation, regression, average mean, variance and factorial analysis. In two-variable correlation, the relationship between the two variables was studied. In this case, the kind of this relationship such as direct or indirect was determined except the dependent or independent variable. This study was done in three stages as follows:

1. Preparing the questionnaire for searching and finding the habits of students toward using dictionaries as well as their approaches to this case and its effect in order to increase the level of vocabulary learning of students,
2. Preparing a checklist of vocabularies which is a pre-test before doing the main test in order to collect the qualitative data. In this test, reading words' tests, pre-test and word test of quasi-question was done, and
3. Testing the comparing or control groups and interviewing with a small group in order to collect the qualitative data associated with the quantitative analysis.

4. DATA ANALYSIS

The purpose of the present study was to find out a relationship between the use of dictionary and its effect on the vocabulary knowledge as well as the effect of understanding

level among the students. Furthermore, the role of dictionary and its effect on the skill of translation were studied. The data were collected based on the questionnaire that covers the impact of bilingual dictionary on reading comprehension and improving the level of words learning among EFL learners. It consisted of 20 items with five-Likert Scale, ranging from completely disagree to completely agree. Descriptive statistics, including frequencies tables was implemented in order to investigate the influence of using bilingual dictionary on reading comprehension and word power improvement. The average age of respondents is 21.96 and the lowest age is 2, and the highest age is 24. Also, the 57 EFL learners are were and 23 of them are male. Learners' questionnaire includes 20 questions; the tables below demonstrate the responses of the subjects in detail in terms of the frequencies and the percentage**.**

Table 1.

Quastion1. I bring bilingual dictionary to class for reading comprehension**.**

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	18	45.0	45.0	45.0
		disagreed	13	32.5	32.5	77.5
		not disagreed	9	22.5	22.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	9	22.5	22.5	22.5
		agreed	20	50.0	50.0	72.5
		completely agreed	11	27.5	27.5	100.0
		Total	40	100.0	100.0	

Table 2.

Question 2. I do my homework with a bilingual dictionary.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	12	30.0	30.0	30.0
		disagreed	15	37.5	37.5	67.5
		not disagreed	10	25.0	25.0	92.5
		agreed	2	5.0	5.0	97.5
		completely agreed	1	2.5	2.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	10	25.0	25.0	25.0
		agreed	18	45.0	45.0	70.0
		completely agreed	12	30.0	30.0	100.0

Table 3.

Question 3. When I use dictionary I can understand sentences better because I understand each word

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	10	25.0	25.0	25.0
		disagreed	21	52.5	52.5	77.5
		not disagreed	9	22.5	22.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	5	12.5	12.5	12.5
		agreed	19	47.5	47.5	60.0
		completely agreed	16	40.0	40.0	100.0
		Total	40	100.0	100.0	

Table 4.

Question 4. When I use dictionary I can read slower and more carefully**.**

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	13	32.5	32.5	32.5
		disagreed	19	47.5	47.5	80.0
		not disagreed	8	20.0	20.0	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	10	25.0	25.0	25.0
		agreed	16	40.0	40.0	65.0
		completely agreed	14	35.0	35.0	100.0
		Total	40	100.0	100.0	

Table 5.

Question 5. When I use bilingual dictionary, I look for every word I'm not sure.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	11	27.5	27.5	27.5
		disagreed	16	40.0	40.0	67.5
		not disagreed	13	32.5	32.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	8	20.0	20.0	20.0
		agreed	15	37.5	37.5	57.5
		completely agreed	17	42.5	42.5	100.0
		Total	40	100.0	100.0	

Table 6.

Question 6. If I don't use bilingual dictionary, I'm not able to understand the text very well.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	14	35.0	35.0	35.0
		disagreed	17	42.5	42.5	77.5
		not disagreed	9	22.5	22.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	13	32.5	32.5	32.5
		agreed	19	47.5	47.5	80.0
		completely agreed	8	20.0	20.0	100.0
		Total	40	100.0	100.0	

Table 7.

Question 7. Using bilingual dictionary will improve my vocabulary level.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	17	42.5	42.5	42.5
		disagreed	14	35.0	35.0	77.5
		not disagreed	9	22.5	22.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	12	30.0	30.0	30.0
		agreed	17	42.5	42.5	72.5
		completely agreed	11	27.5	27.5	100.0
		Total	40	100.0	100.0	

Table 8.

Question 8. I use bilingual dictionary for understanding idioms and slangs.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	19	47.5	47.5	47.5
		disagreed	12	30.0	30.0	77.5
		not disagreed	9	22.5	22.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	13	32.5	32.5	32.5
		agreed	17	42.5	42.5	75.0
		completely agreed	10	25.0	25.0	100.0
		Total	40	100.0	100.0	

Table 9.

Question 9. Using bilingual dictionary provides students with sufficient input.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	11	27.5	27.5	27.5
		disagreed	17	42.5	42.5	70.0
		not disagreed	12	30.0	30.0	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	9	22.5	22.5	22.5
		agreed	19	47.5	47.5	70.0
		completely agreed	12	30.0	30.0	100.0
		Total	40	100.0	100.0	

Table 10.

Question 10. I think using dictionary enhances student autonomy.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	14	35.0	35.0	35.0
		disagreed	15	37.5	37.5	72.5
		not disagreed	11	27.5	27.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	13	32.5	32.5	32.5
		agreed	16	40.0	40.0	72.5
		completely agreed	11	27.5	27.5	100.0
		Total	40	100.0	100.0	

Table 11.

Question 11. There are differences between using and not using bilingual dictionary.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	15	37.5	37.5	37.5
		disagreed	18	45.0	45.0	82.5
		not disagreed	7	17.5	17.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	7	17.5	17.5	17.5
		agreed	16	40.0	40.0	57.5
		completely agreed	17	42.5	42.5	100.0
		Total	40	100.0	100.0	

Table 12.

Question 12. There are noticeable advantages in using bilingual dictionary.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	11	27.5	27.5	27.5
		disagreed	20	50.0	50.0	77.5
		not disagreed	9	22.5	22.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	10	25.0	25.0	25.0
		agreed	19	47.5	47.5	72.5
		completely agreed	11	27.5	27.5	100.0
		Total	40	100.0	100.0	

Table 13.

Question 13. Without using dictionary my reading comprehension have the same outcome.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	not disagreed	21	52.5	52.5	52.5
		agreed	14	35.0	35.0	87.5
		completely agreed	5	12.5	12.5	100.0
		Total	40	100.0	100.0	
test	Valid	completely disagreed	11	27.5	27.5	27.5
		disagreed	19	47.5	47.5	75.0
		not disagreed	10	25.0	25.0	100.0
		Total	40	100.0	100.0	

Table 14.

Question 14. I would like to continue using bilingual dictionary.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	12	30.0	30.0	30.0
		disagreed	15	37.5	37.5	67.5
		not disagreed	12	30.0	30.0	97.5
		agreed	1	2.5	2.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	7	17.5	17.5	17.5
		agreed	20	50.0	50.0	67.5
		completely agreed	13	32.5	32.5	100.0
		Total	40	100.0	100.0	

Table 15.

Question 15. Using bilingual dictionary makes learning easier.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	15	37.5	37.5	37.5
		disagreed	11	27.5	27.5	65.0
		not disagreed	9	22.5	22.5	87.5
		completely agreed	5	12.5	12.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	8	20.0	20.0	20.0
		agreed	21	52.5	52.5	72.5
		completely agreed	11	27.5	27.5	100.0
		Total	40	100.0	100.0	

Table 16.

Question 16. I prefer to use bilingual dictionary during a test.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	11	27.5	27.5	27.5
		disagreed	12	30.0	30.0	57.5
		not disagreed	11	27.5	27.5	85.0
		agreed	4	10.0	10.0	95.0
		completely agreed	2	5.0	5.0	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	10	25.0	25.0	25.0
		agreed	15	37.5	37.5	62.5
		completely agreed	15	37.5	37.5	100.0
		Total	40	100.0	100.0	

Table 17.

Question 17. Using bilingual dictionary significantly raise examination scores.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	13	32.5	32.5	32.5
		disagreed	13	32.5	32.5	65.0
		not disagreed	10	25.0	25.0	90.0
		completely agreed	4	10.0	10.0	100.0

		Total	40	100.0	100.0	
test	Valid	completely disagreed	1	2.5	2.5	2.5
		disagreed	7	17.5	17.5	20.0
		not disagreed	10	25.0	25.0	45.0
		agreed	16	40.0	40.0	85.0
		completely agreed	6	15.0	15.0	100.0
		Total	40	100.0	100.0	

Table 18.

Question 18. Less proficient students would prefer to use bilingual dictionary and would use them more than more proficient students.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	not disagreed	14	35.0	35.0	35.0
		agreed	13	32.5	32.5	67.5
		completely agreed	13	32.5	32.5	100.0
		Total	40	100.0	100.0	
test	Valid	completely disagreed	14	35.0	35.0	35.0
		disagreed	15	37.5	37.5	72.5
		not disagreed	11	27.5	27.5	100.0
		Total	40	100.0	100.0	

Table 19.

Question 19. Teachers are aware of students' needs and limitations in using bilingual dictionary.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	11	27.5	27.5	27.5
		disagreed	15	37.5	37.5	65.0
		not disagreed	11	27.5	27.5	92.5
		agreed	3	7.5	7.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	10	25.0	25.0	25.0
		agreed	15	37.5	37.5	62.5
		completely agreed	15	37.5	37.5	100.0
		Total	40	100.0	100.0	

Table 20.

Question 20. On the whole, I am satisfy with my ability to use bilingual dictionary.

group			Frequency	Percent	Valid Percent	Cumulative Percent
control	Valid	completely disagreed	14	35.0	35.0	35.0
		disagreed	12	30.0	30.0	65.0
		not disagreed	13	32.5	32.5	97.5
		agreed	1	2.5	2.5	100.0
		Total	40	100.0	100.0	
test	Valid	not disagreed	8	20.0	20.0	20.0
		agreed	20	50.0	50.0	70.0
		completely agreed	12	30.0	30.0	100.0
		Total	40	100.0	100.0	

4.1. Inferential statistic

The aim of this study is measuring the influence of bilingual dictionary or the absence of it, on learning reading comprehension performance and word power improvement of Iranian EFL learners in Kerman Azad University. For this purpose, the independent T test was used. The first hypothesis," There isn't a statically significant difference between the behavior of students who are using dictionary and the others who do not use it." To test this hypothesis two independent samples T-test were used. The following tables show the results.

Table 21.

	group	N	Mean	Std. Deviation	Std. Error Mean
Question 1	1.00	40	7.9250	1.85897	.29393
	2.00	40	9.9750	1.36790	.21628

Table 22 .Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
Question 1	**F**	**Sig.**	t	df	**Sig. (2-tailed)**
Equal variances assumed	8.143	.006	-5.618	78	.000
Equal variances not assumed			-5.618	71.659	.000

As the above table shows, P value of equal variances is 0.006 that displays variances are not same. Therefore, test assuming unequal variances was used. Also, the statistics t= -5.618 and p= 0.00 and df =78, respectively.

The second hypothesis" There isn't a statically significant difference between the reading comprehension scores of these two groups (students who are using dictionary and the others who do not use it)." To test this hypothesis two independent samples T test was used. The following tables show the results.

Table 23. Group statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Question 2	1.00	40	6.5250	2.48057	.39221
	2.00	40	11.6250	1.58012	.24984

Table 24. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
Question 2	**F**	**Sig.**	t	df	**Sig. (2-tailed)**
Equal variances assumed	7.412	.008	-10.967	78	.000
Equal variances not assumed			-10.967	71.659	.000

As the above table displays, P value of equal variances is 0.008 that indicates variances are not same. Therefore, test assuming unequal variances was used. Also, the statistics t= -10.967 and p= 0.00 and df =78, respectively.

The third question," There isn't a statically significant difference between the scores of these two groups toward the lessons such as conversation which help them to improve the vocabulary levels (students who are using dictionary and the others who do not use it)." To test this question two independent samples T test was used. The following tables show the results.

Table 25. Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Question 3	1.00	40	3.5500	1.21845	.19265
	2.00	40	7.9000	1.17233	.18536

Table 26. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
Question 3	**F**	**Sig.**	t	df	**Sig. (2-tailed)**
Equal variances assumed	.835	.364	-16.271	78	.000
Equal variances not assumed			-16.271	77.884	.000

As the above table displays, P value of equal variances is 0.835 that shows variances are not same. Therefore, test assuming unequal variances was used. Also, the statistics t= -16.271 and p= 0.00 and df =78, respectively.

The fourth hypothesis" There isn't a logical relationship between using the dictionary and improving the vocabulary level of English students." To test this hypothesis two independent samples T test was used. The following tables show the results.

Table 27. Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Question 4	1.00	40	4.0250	1.20868	.19111
	2.00	40	8.5000	1.06217	.16794

Table 28. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
Question 4	**F**	**Sig.**	t	df	**Sig. (2-tailed)**
Equal variances assumed	.539	.465	-17.589	78	.000
Equal variances not assumed			-17.589	76.733	.000

As the above table indicates, P value of equal variances is 0.465 that shows variances are not same. Therefore, test assuming unequal variances was used. Also, the statistics t= -17,589 and p= 0.00 and df =78, respectively.

The fifth question," There isn't a logical relationship between ignoring dictionary (not using it) and decreasing the understanding level of English students." To test this question two independent samples T test was used. The following tables show the results.

Table 29. Group Statistic

	group	N	Mean	Std. Deviation	Std. Error Mean
quastion5	1.00	40	5.4500	1.39505	.22058
	2.00	40	12.1750	1.23802	.19575

Table 30. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
Question 5	**F**	**Sig.**	t	df	**Sig. (2-tailed)**
Equal variances assumed	.960	.330	-22.804	78	.000
Equal variances not assumed			-22.804	76.914	.000

As the above table shows, P value of equal variances is 0.330 that displays variances are not same. Therefore, test assuming unequal variances was used. Also, the statistics t= -22.804 and p= 0.00 and df =78, respectively.

Therefore the great majority if the results supported the use of a bilingual Dictionary in their language class and emphasized its relative effect on their reading comprehension.

5. CONCLUSION

Based on the data analysis findings, the experimental group had better vocabulary knowledge comparing with control group or using bilingual dictionary (English- Persian) has more effective role in enhancing vocabulary knowledge. By referring to the data and related tables, the unequal means with a significant differences between the experimental group, the students who used a bilingual dictionary, and the control group with no dictionary use, can be observed. However, according to careful examination, indicated the greatest difference between the means of two groups which proves the experimental group (using bilingual dictionary) had better performance in various areas. Eventually, we can conclude that the relationship of ignoring dictionary (not using it) and decreasing the understanding level of English students directly affected the improvement of understanding level among the English students of Azad University. Moreover, the significance relation was found between students' test scores and bilingual dictionary use. The purpose of the project was to investigate students' attitude toward the effect of using bilingual dictionary on Reading Comprehension**.** 25 EFL learners were selected randomly and were asked some questions about whether they found it (using bilingual dictionary) useful, and how they felt about the usefulness of using bilingual dictionary while they were reading the text, and its effect on their reading comprehension ability and vocabulary improvement. The results of interviews were consistent with the results of the questionnaires in many aspects. It seemed that the students were eager to use bilingual dictionaries for reading comprehension texts. They believed that students will learn more effectively if they use

bilingual dictionaries. Also, they reported that bilingual dictionary use might be useful and supportive tool for their learning. As a result, it would directly influence on their scores. As mentioned before, this project described a study investigating the efficacy of bilingual dictionary used by students during reading passages that contain unknown words. The results of this experimental study tend to support Knight's (1994) finding that bilingual dictionary usage while reading, results in more vocabulary gains and improved comprehension than reading without a dictionary. Bilingual dictionary users had significantly higher scores than students who read without dictionaries. Specifically, the survey findings demonstrated that the EFL learners supported the view that the use of bilingual dictionaries would provide them with sufficient input and enhance their autonomy. Also, it can provide one of the primary key factors that develops reading comprehension in EFL. As a result of the advantage of bilingual dictionary for EFL students, the performance of students using bilingual dictionary tend to be significantly different from those without it. Additionally, many factors such as Raising examination scores, students' autonomy, facilitating some skills like reading comprehension, receiving elaborated and individualized input, improving vocabulary knowledge, and etc. were highlighted with the application of bilingual dictionary on learning English. It is expected that the findings of this project will guide further research and development in different educational systems. This study aimed answering the questions if bilingual dictionary could be as useful in reading comprehension of EFL students. The results rejected the developed null hypothesis which were 'Bilingual dictionaries cannot be as useful in reading comprehension and etc. In general, using a dictionary apparently had a significant effect on students' performance on reading comprehension test.

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