

The Impact of Using a Bilingual Dictionary (English-Arabic) for Reading and Writing in a Saudi High School

Ali Almaliki

M.S.Ed, TESOL
AlKhobar high school, Saudi Arabia

Abstract: The purpose of this study is to explore the impact of using a bilingual dictionary (English-Arabic) for reading and writing in a Saudi high school and also to explore the Saudi Arabian students' attitudes and EFL teachers' perceptions toward the use of bilingual dictionaries. This study involves 65 EFL students and 5 EFL teachers in one Saudi high school in the city of AL Khobar. Mixed methods research is used in which both qualitative and quantitative data are collected. For participating students, pre-test, post-test, and surveys are used to collect quantitative data. For participating EFL teachers, in-person interviews are used to collect qualitative data. The findings show that the use of a bilingual dictionary has a significant effect on the reading and writing scores for both high and low proficiency EFL students. Other findings include that most EFL students feel that using a bilingual dictionary in EFL classrooms is very important to help them translate and learn new vocabulary words, and that both novice and experienced EFL teachers agree that the use of a bilingual dictionary is important for learning word meaning and vocabulary, but they do not all agree about which grades should use bilingual dictionaries. The results of this study have a potential to alert Saudi policy-makers to the benefits of using bilingual dictionaries in the English curriculum through all grade levels in Saudi schools.

Keywords: Bilingual Dictionary, English as a Foreign Language (EFL), L1, L2.

1. INTRODUCTION

The English language has proven itself as a common channel of communication from centuries ago as a global language. Crystal (2012) describes the power of English Language on a global scale. Throughout the last half-century, the English language has established itself to be one of the world's first global language. According to Crystal (2012), there are two primary ways of achieving the status of "global language" as Crystal puts it: first, when the language becomes the Official Language of many countries and second when that language is made a priority in a country's foreign language teaching. According to this criteria, Saudi Arabia is one of the countries that shows English as a global language because Saudi Arabia has made English a priority subject in its public and private schools. However, English as Foreign Language (EFL) students in Saudi Arabia encounter a significant stumbling block in their learning whether in reading comprehension or writing of English.

English language is considered as a primary subject in Saudi high schools where it is taught as a foreign language in four lessons per week. Students face many challenges in English subject, mostly in reading comprehension and writing English passages or writing about a topic in English since they have limited knowledge of English. Saudi students do not understand most of the English vocabulary words, which makes learning a big challenge for them since vocabulary words form an essential part of learning. Therefore, students struggle to find the meaning of the English words they encounter which are not translated into their home language of Arabic. Some teachers of EFL in Saudi schools have become accustomed to teaching the English language using an old strategy for teaching new vocabularies. They teach English vocabularies using the memorization methodology as the best way for teaching. They have abandoned the vocabulary instruction which focuses on bilingual dictionaries because some of the teachers consider that English classes should be taught in the English language only and therefore disregard translating the meaning of the word into the Arabic language.

The reading comprehension and writing skills for EFL students are hindered by the usage of vocabulary which they do not understand when they find unknown words in texts that are written in English. Therefore, EFL students' ability to write on a particular topic in the classroom can be limited. Some English vocabularies become obstacles to EFL students because the students do not understand in their home language the meaning of new English words. Therefore, using a bilingual dictionary in an EFL classroom may provide an easy way of translating English to the Arabic language and vice versa. The dictionary gives students the meaning of an English word in both English and Arabic. Some EFL teachers consider the bilingual dictionary as a strategy for vocabulary learning that can be used as a beneficial tool by EFL students. According to Anuthama (2010), "bilingual dictionaries which provide L1 synonyms have been found to aid vocabulary learning" (p.11). Knight (1994) states that "lower proficiency learners are faced with difficulties in reading comprehension due to lack of vocabulary knowledge which is considered to be a major factor in their inability to read" (p.292). According to Qian's (2004) study, finds that a bilingual dictionary can help the lower proficiency students when confronted with unknown vocabulary words. For these reasons, this research aims to investigate the impact of using a bilingual dictionary (English-Arabic) on the acquisition and development of English vocabularies during reading and writing to enable Saudi EFL students in high schools to use the English language effectively in classrooms.

1.1 Research Questions

This study explores the impact of using a bilingual dictionary (English-Arabic) among high school EFL students in Saudi Arabia and seek to answer the following questions:

- (a) What is the impact of using a bilingual dictionary (English-Arabic) in a Saudi high school on reading and writing?
- (b) What are the high school students' attitudes toward the use of bilingual dictionaries in EFL classrooms in Saudi Arabia?
- (c) What are the high school EFL teachers' perceptions of the use of bilingual dictionaries in EFL classrooms in Saudi Arabia?

1.2 Purpose of the Study

This study investigates students' attitudes and the teachers' perceptions towards the use of a bilingual dictionary (English-Arabic) during EFL classes in a Saudi high school class. Because other research has shown the use of bilingual dictionaries to have a positive impact on EFL student learning, this study is significant because it looks at an area not previously researched: the area of Saudi high school EFL students. First, by answering these research questions, this study aims to encourage EFL teachers to train on strategies and skills for using bilingual dictionaries in the classroom. Second, this study aims to help EFL students in Saudi Arabia to overcome the problem or stumbling block they face in acquiring the meaning of English vocabulary through helping them to use a bilingual dictionary when they struggle with English reading and writing. Third, by answering these research questions, this study will contribute new knowledge and suggestions for course designers and curriculum developers about using bilingual dictionaries in Saudi schools. Finally, this study aimed to influence education policy-makers in Saudi Arabia to embrace and encourage the utilization of the bilingual dictionary in the curriculum at all school levels.

2. LITERATURE REVIEW

2.1 The English Language Curricula in Saudi Arabia

Studies have revealed that despite the approval of teaching English as a Foreign Language as part of the education curriculum in Saudi Arabia since 1925, the attitudes of the Saudis towards learning the English language had been negative until some positive changes took place in the curriculum in the 2000s (Alnofi, 2014; Faruk, 2014; Sofi, 2015). The Ministry of Education implemented the teaching of EFL in primary schools way back in 1930, but in 1942 a decree was issued from the Monarch that English teaching should start from middle school at Grade 7 (Alhujailan, 2009). However, because of the importance of the English language in Saudi Arabia, the Saudi's Educational system changed the policy in 2010, included teaching English in the elementary schools (Alrashidi & Phan, 2015). The initial length of English teaching lessons was 45 minutes each, 12 lessons a week for middle and high schools but the decree reduced the lessons to 8 and 6 per week for middle and high schools respectively while in the elementary schools, students have two English classes a week. This adversely affected the learning of EFL and pushed it to the periphery of the education curriculum. According to Elyas and Badawood (2015), many changes were made by the Ministry of Education during the first year of 2000 such as "developing primary and secondary levels curriculum, and building houses of expertise and instructional design centers" (p.27).

2.2 Dictionaries in Vocabulary Acquisition

Dictionaries whether monolingual or bilingual are, in a variety of ways, essential tools for students wanting to gain knowledge about a second language. Hunt and Beglar (2005) ascertain that dictionaries aid students in reading comprehension and enhance students' "recalling and using of new words appropriately and accurately" (p.32). Dictionaries also help boost the students' awareness of the "variation of vocabularies" (p.68) between second and home language, and of how translations affect the development of reading as a constructive process. Therefore, dictionaries enhance language proficiency at the word level and help bridge the gap between the first and second language (Hunt & Beglar, 2005). However, Chen (2011) states that many second language learners "over-rely on dictionaries" (p.438) which makes students falsely believe the existence of a "perfect translation" (p.439) from home language to the second language. For instance, using a bilingual dictionary among EFL students is witnessed in many Chinese-speaking EFL students writing with the home language interference on international tests.

In a study, Hayati (2005), finds that although both monolingual and bilingual dictionaries are useful for student vocabulary learning, the bilingual one is more effective than the monolingual one among Iranian intermediate EFL students for reading comprehension. Hayati (2005) notices that the participants in his study faced difficulties in using a monolingual dictionary, and they preferred using a bilingual dictionary in order to look up the unknown words. Folse (2006) and Maghsodi (2010) agree that L2 students have "a higher affinity" (p.275) for word retention if the L1 translations and definitions are provided. This means that L2 students who are given L1 translations have high retention rates for new vocabularies because they have the chance to confirm the word meaning from the bilingual dictionary in the first instance.

2.3 Monolingual Dictionaries

These dictionaries use only in the explanation of English words and expressions, and they serve as "the most important instrument" (p.48) for clarification of the meaning of a word (Lew & Salaciak, 2014). The monolingual dictionary has detailed explanations, and descriptions of words and some dictionaries even give the use of a word in different contexts. Maghsodi (2010) states, "the monolingual entry can provide more detailed and precise information about idiomatic usage, common collections, and connotations" (p. 317). Therefore, a monolingual dictionary can be a very effective learning tool for advanced learners as they are deemed to understand the necessary wording so that they can refer to the monolingual dictionary for meanings of vocabulary.

2.4 Bilingual Dictionaries

Bilingual dictionaries pair English with another language. These dictionaries have two parts: English (L2) and another language. An EFL student will choose the bilingual dictionary whose other language is that student's native language (L1). In a bilingual dictionary, the translated equivalent of the word is expressed with the support of a corresponding word or expression in the other language (Lew & Salaciak, 2014). This translation with the corresponding definition provides the user with two definitions not just one than monolingual dictionaries.

Three studies on dictionary use during exams were conducted by East (2008). These studies used upper and intermediate level students from Germany studying in New Zealand whose first language is English. One of the studies was conducted on 47 students who were asked to complete two writing tests. In a repeated measure design, the students were allowed to undertake the exams with and without a dictionary. Videotapes and interviews were used to ascertain the number of "lookups" (p.345) made by each student, and the results were triangulated with results from observation sheets. The study used a bilingual dictionary, and the results helped East draw conclusions that highlight "crucial practical issues that should be addressed" (p.346) when helping students taking foreign language studies to utilize a bilingual dictionary "in the most rewarding ways" (p.346) when writing their exams. East finds that the use of a bilingual dictionary helped students to "perform better in reading and writing tests regardless of their language proficiency" (p.347) level.

2.5 The Importance of Bilingual Dictionaries in EFL Course

The bilingual dictionary has existed for some time being attuned to the "productive requirements" (p.51) of students who are native speakers of a particular L1. Although these requirements have been around for many years, English teachers have remained unaware of their benefits and even of their existence; they continue to promote monolingual English language dictionaries as best for students (Lew & Salaciak, 2014). The research presented here does not guarantee the excellence of monolingual English learning dictionaries, but the research does suggest that these monolingual dictionaries

are not ideal for English as foreign language students. This claim is supported with Ryu's (2006) survey that indicates that students when selecting their "favorite dictionaries" (p.90) seem to depend on recommendations from their tutors who most often recommend bilingual English learning dictionaries.

English teachers face "confusion around the actual strengths and weaknesses of the different types of dictionaries available" (Augustyn, 2013, p.370). The prevailing belief has been to push learners towards the use of monolingual dictionaries from the earliest time possible in an attempt towards completely removing the first language from the learning process, a view that has brought up a significant questioning for good reasons (Augustyn, 2013; Hall & Cook 2012).

Lew and Salaciak (2014) state that no one is arguing that monolingual English learning dictionaries have proved to be "excellent products in learning classes" (p.48). However, many tutors blind to other possibly interesting alternatives of bilingual English learning dictionaries designed specifically for English as foreign language learners. More often, English teachers give "misleading advice" (p.36) to the students concerning bilingual learning dictionaries based on the ignored view accorded to bilingual dictionaries for which they have scarce or no experimental evidence (Cote & Tejador, 2011). Corrius and Pujol (2010) encourage further "development of bilingual English learning dictionaries" (p.138) in order to support the teaching and learning outcomes in English as foreign language courses.

As East (2008) points out, these views are affected by knowledge-based methods that aid analytical writing assessment. This view employs the use of test scores as a "snapshot" (p. 347) of the second language to determine the students' writing ability and make sure the foundational knowledge is maintained; this is considered a predict in future success. In respect of this view, "communicative writing proficiency construction is an authentic tool in the process of writing since it helps EFL student enhance their reading and writing skills" (East, 2008, p.348).

2.6 Bilingual Dictionary Use in Reading and Writing

Some studies on the use of the bilingual dictionary in learning English as a foreign language have been done. For example, Chen (2011) concentrates on the effect the bilingual dictionary on vocabulary learning of 297 university EFL students. The study's findings indicated that the students who utilized a bilingual dictionary "attained significantly high scores" (p.440) on vocabulary reading than those who did not use the bilingual dictionary in their learning process. Similar results were obtained from Knight's (1994) study whereby students were "blocked by every student's language mastery and proficiency" (p.292). The students who engaged the bilingual dictionary were a notch higher than those who did not use a bilingual dictionary.

Some experimental studies chose to examine the effect of bilingual dictionaries on vocabulary performance in reading and writing. For instance, Shamshirain (2015) conducts a study on 66 Iranian EFL students in a high school. The target students were asked to take the

"Nelson proficiency test" (p.179). First, all of the target students were given a vocabulary test as a pre-test. Second, the students were divided into bilingual and monolingual groups randomly, and then they were given a list of unknown words to find the meaning of those words. The findings revealed that the bilingual group's performance was better than that of the monolingual groups.

Another study was a quasi-experimental design, conducted by Vahdany et al. (2014) on 80 Iranian students in order to investigate "the lexical proficiency" (p.35) in writing skills. The participants were divided into two groups and then asked to write a composition using the monolingual and bilingual dictionaries. The results of the study show that the participants who used bilingual dictionaries had a higher score than those who used monolingual dictionaries. An experimental study conducted by Ma and Cheon (2016) to examine the effects of bilingual dictionary use on vocabulary learning. The study involved some high school students divided into four groups; the first group with read-aloud with bilingual dictionary use, the second group with listening with bilingual dictionary use, the third group with bilingual dictionary use only, and the fourth group without the use of bilingual dictionaries. The participants were assessed through pre-test, post-test, and delayed test. The findings show substantial achievement in their scores on vocabulary except for the fourth group that did not use bilingual dictionaries. The study also revealed a positive influence through the use of bilingual dictionaries.

Bilingual dictionaries have been proven to "impact vocabulary recall" and "retention" (p.35) at the high school language proficiency level (Vahdany, Ghanipoor, Gholami, & Abdollahzadeh, 2014). These studies are not many, and "this paucity is superb" (p.35) given the important role of bilingual dictionaries in the English as a foreign language study. In other

studies, some tutors have expressed their concerns about bilingual dictionaries. For instance, Hall and Cook (2012) note that a significant number of “high-frequency” (p.280) English words would be “afforded the right application” of lexical objects (p.55) in monolingual dictionaries. Garcia (2005) also adds that a monolingual dictionary not only provides definitions as alternatives to the “application of lexical objects” (p.32) but also gives the user the means of employing the definitions.

Garcia (2005) asserts that more “attention” (p.42) should be directed to the use of a monolingual dictionary as it promotes fluency by providing explanations and definitions in a specific context. Bilingual dictionaries, in contrast, have been noted to provide students with “single-word translation parallels” (p.52) that are not always applicable to the question or situation being undertaken. Baxter (1980, as cited in Laufer, 2011) also agrees that EFL students in a Japanese University environment were more successful when their English vocabulary was supported with referencing of bilingual dictionaries (Laufer, 2011).

Contrary to this opinion Hunt and Beglar (2005) are of the view that more information is omitted in a bilingual dictionary, thus limiting the “scope of knowledge” (p.30) of the learner. However, as Cote and Tejedor (2011) find out when students are allowed to choose between monolingual and bilingual dictionaries freely, a bigger percentage of the students reported a preference for bilingual dictionaries. Prichard (2008) concludes that however regularly incorrect or misleading the bilingual dictionary is seen to provide the learners the assurance of a particular response or answer. Prichard (2008) also notes that the bilingual dictionary is “specific in its description” (p.225) in a manner that can be referred to as translation, unlike a monolingual dictionary that leaves the students to keep on guessing or speculating on the most likely meaning.

3. METHODOLOGY

3.1 Research Design

This study was followed by a mixed methods approach that involves the integration of both quantitative and qualitative methodologies. Using the quantitative method, a survey was carried out on the target population in high schools to get information about students’ attitudes toward using bilingual dictionaries among the study variables and, pre-test and post-tests were carried out to measure variable changes after using bilingual dictionaries. Using the qualitative method, in-person interviews were scheduled and conducted with EFL classroom teachers and students.

3.2 Participants

The participants in this study are 65 EFL students and 5 EFL teachers in one Saudi high school in the city of AL Khobar. All the participants in this study are males. The target grade was the third grade of high school, equivalent to the senior year of high school in the United States. In order to use available knowledge of the selected teachers, five EFL teachers were interviewed within the school environment; these were only teachers who are considered EFL teachers. The researcher took into account that those teachers should have profound knowledge on the use of monolingual, bilingual, and bilingualized dictionaries by EFL students during reading and writing. The researcher decided to select five students from the 65 participating students. These 5 were invited to participate in the interview. For the selection process, the researcher had divided all participants into three group based on their levels of English proficiency: low, mid-range, and high.

3.3 Data Collection

In order to gather information from this study, the researcher used mixed methods research in which both qualitative and quantitative data were collected. There were separate instruments used for students and teachers while conducting this study. For students, surveys and pretest and post-test were used to collect quantitative data, while in-person interviews schedules were conducted with select teachers so as to collect qualitative data.

3.4 Procedure

The procedures for conducting this research study involve seven steps with each step taking place in the same school and with the same participants. Step one, a list of words was collected from the current curriculum in high school which formed the vocabulary benchmark for the study. The list consisted of 30 words, 15 words for the pre-test and 15 words for the post-test. Step two, after the list of words was collected, these words were given to the participants in order to check (tick) and translate the words they know from the list, and check (cross) next to the words they do not know. The translation was from English into their home language (Arabic) in order to make sure they indeed understood the words or

not. Step three, the words were selected from the provisional list made based on the student's responses. Then the researcher developed two reading texts and vocabulary for writing for the pre-test and post-test, including those words students said they did not know, so as to understand if the students could separate lexical and contextual meanings of unknown words. In order to get accurate data, the researcher took into account that the vocabulary in the pre-test should be different from the vocabulary in the post-test. However, the kinds of questions in both tests were the same, aside from the writing task. Step four, this is the stage where the pre-test was conducted on the students to understand their prior experience and practice concerning English vocabularies without using bilingual dictionaries. The researcher ensured that there would not be any EFL instruction during one a one-week interval between the pre- and post-test. This was to avoid any possible changes accruing as a result of interventions.

Step five, during which the post-test was conducted on the students, primarily involves the implementation of the post-test procedures on students to understand their class experience with bilingual dictionaries so as to assess the dictionary's impact on the students' vocabulary development. iPads were distributed to the students, and the chosen program for translation was *Google Translator* app. This app provides the Arabic language and serves as the bilingual dictionary for this study. Step six, after the post-test, surveys were distributed to the students in the classroom environment. The surveys were administered by the researcher and a group of EFL teachers. Step seven, EFL teacher and student interviews were conducted within the school environment.

3.5 Data Analysis

After data collection had been completed, the raw data were organized with the student surveys, teachers interview transcripts, and student interview transcripts separately accumulated. Data were analyzed using Microsoft Excel. This analysis consists of four parts. The first part is the analysis of the pre-test and post-test scores; in this part, the statistical tool was a paired T-test that is found in Microsoft Excel. This tool allows the researcher to compare the different performances in reading and writing among the EFL participants between the pre-test and post-test.

The second part is the analysis of the student surveys. The survey was broken down into five themes. The survey consists of 12 statements. Each statement, except question 7, has a rating scale from 1 (strongly disagree) to 5 (strongly agree). Question 7 has a rating scale from 1 (never) to 5 (always). The students gave one rating per question. All responses were transferred to a spreadsheet and totaled for percentages. MS Excel was used to determine the percentage for each statement. Percentages were then analyzed for patterns or anomalies.

The third and fourth parts are the analysis of the teachers' and students' interviews. The interviews were transcribed, and the qualitative results were organized and interpreted through coded thematic analysis. The responses from these interviews were organized into identified themes that best address the corresponding research questions on the teachers' beliefs, attitudes, and understanding of the impact of bilingual dictionaries on EFL students' reading abilities.

4. RESULTS

4.1 Results from the Pre-test and Post-test Scores

According to the data in Table 1, the total reading score for the participating students (n=65) in the pre-test was 5.2 (52%), while in the post-test was 7.88 (78%). The total writing score in the pre-test was 1.99 (39%), while in the post-test was 3.02 (61%). The total test score in the pre-test was 7.19 (51%) while in the post-test was 10.94 (78%). As for the mean score change between the pre-test and post-test, it was (26%) increase in the reading section, and it was a 22% increase in the writing section.

Table 1: Mean Test Scores Analysis (n=65)

Section of the Test	Mean score Pre-test /15	Mean score Post-test /15	Mean score Pre-test %	Mean score Post-test %	Mean score % Change (+/-)
Reading A) 1	0.62	0.97	62%	97%	35%
2	0.5	0.94	50%	94%	44%
3	0.53	0.82	53%	82%	29%
4	0.51	0.76	51%	76%	25%
Reading B) 1	0.56	0.71	56%	71%	15%
2	0.51	0.7	51%	70%	19%

3	0.5	0.74	50%	74%	24%
4	0.48	0.71	48%	71%	23%
5	0.51	0.77	51%	77%	26%
6	0.48	0.76	48%	76%	28%
Total Reading Score	5.2	7.88	52%	78%	26%
Writing A) 1	0.48	0.85	48%	85%	37%
2	0.47	0.77	47%	77%	30%
3	0.57	0.76	57%	76%	19%
Writing B) paragraph	0.47	0.68	47%	68%	21%
Total Writing Score	1.99	3.06	39%	61%	22%
Total Test Score	7.19	10.94	51%	78%	27%

Because the only variable to be changed between the pre-test and post-test is the students using a bilingual dictionary (English-Arabic), this analysis indicates that the use of a bilingual dictionary by EFL students in a Saudi High School produced a significant increase (over 25%) in reading, writing, and total test scores.

4.2 Results From Students' Surveys

Table 2 shows the overall students' attitudes regarding the importance of using bilingual dictionaries. Agree and strongly agree were combined to be the positive attitudes while disagreeing and strongly disagree combined to be the negative attitudes. In statement 1, there were 64 (97%) of the participating students who had positive trends of the importance of the translation of a word while the negative trends were 0% and only one student felt neutral (1%). In statement two, 46 (85%) of the students had positive trends that the use of a bilingual dictionary is helpful regarding learning new vocabulary words while three (4%) of them had negative attitudes and six (31%) of the students felt neutral. In statement 4, there were 45 (69%) of the students confirmed that a bilingual dictionary improves their reading comprehension while 7 of the participants had negative trends (10%), and 13 of the participants were felt neutral (20%). In statement 6, 56 (86%) of the participating students asserted that using the translation of a word from English into the Arabic language has lots of sound effects while three of them had negative attitudes (4%). Only six (9%) of the participants felt neutral.

TABLE 2: Overall Students' Attitudes Regarding the Importance of Using Bilingual Dictionaries

Items	Negative Attitudes	Neutral	Positive Attitudes
1-It is important to me to know the translation of a word.	0%	1%	97%
2- I think bilingual Dictionary (English-Arabic) use is helpful for learning new words.	4%	13%	85%
4- Bilingual dictionary can improve my reading comprehension.	10%	20%	69%
6- My understanding of word translations (English-Arabic) from the bilingual dictionary guides my literary appreciation.	4%	9%	86%

Table 3 shows and summarizes overall students' attitudes regarding the frequency of using types of word information. The responses included: *always*, *usually*, *sometimes*, *rarely*, and *never*. If a respondent answered *always* and *usually*, it indicates that EFL students have positive attitudes. If a respondent answered *rarely* and *never*, it indicates that EFL students have negative attitudes while if a respondent answered *sometimes*, it indicates that EFL students are felt neutral. According to Table 3, 57 of the participating students had positive attitudes (86%) towards the definition of a word. However, 46 (71%) of the participating students had negative trends toward collocations. While there were 32 (49%) of the students, who had positive attitudes toward the examples/expression, and part of speech. There were 18 of the participating students 28% use a bilingual dictionary to know the correct spelling, and 18 (27%) of the participating students always listen to the pronunciation of a word. Following this, 17 (26%) of participants look a word up to find the part of speech such as noun, verb, adverb or adjective.

TABLE 3: Overall Students' Attitudes Regarding the Frequency of Using Types of Word Information

Items	Never	Rarely	Sometimes	Usually	Always
	Negative Attitudes		Neutral	Positive Attitudes	
a-Spelling (what letters are in the word) .	27 %		15 %	56 %	
b-Definition (what the word means).	4%		7 %	87 %	
c-Example/ expressions (the word in a sentence or part of a sentence).	27 %		23 %	49 %	
d-Part of speech (noun, verb, adjective, etc.)	33%		16%	49%	
e-Pronunciation (how to say the word).	27%		23%	48%	
f-Collocations (what other words a word is used with).	71%		15%	14%	

Table 4 shows and summarizes the overall students' attitudes towards the necessity of using bilingual dictionaries in EFL classes. Agree and strongly agree were integrated to be the positive attitude and disagree and strongly disagree to be the negative attitudes towards the importance of using a bilingual dictionary in EFL classes. In statement eight, there were 37 of the participating students had positive trends (57%), and 13 of the students had negative attitudes (23%), and also 13 (20%) were felt neutral. In statement nine, there were 51 of the participants who had positive trends (79%) regarding the bilingual dictionary that should be mandatory in EFL class while five of the students had negative attitudes (8%). However, eight (13%) of the participating students were felt neutral. In statement twelve, 44 (65%) of the participating students had positive trends, and ten (15%) of the participating students had negative attitudes towards the increasing of the efficiency of using a bilingual dictionary in EFL classes while 12 (19%) of them were felt neutral.

TABLE 4: Students' Overall Attitudes Regarding the Necessity of Using Bilingual Dictionaries in EFL Classes

Items	Negative Attitude	Neutral	Positive Attitude
8- I should use a dictionary for more in English class.	23%	20%	57%
9- My school should make the use of a bilingual dictionary during EFL lessons mandatory	8%	13%	79%
12- More needs to be done in terms of curriculum development and teaching methodology to increase the efficiency of using a bilingual dictionary in EFL classes.	15%	19%	65%

Table 5 shows and summarizes the overall students' attitudes towards adequate training to use bilingual dictionaries. Agree and strongly agree were combined to be the positive attitudes while disagreeing and strongly disagreeing combined to be the negative attitudes. In statement three, 49 (75%) of the students had positive attitudes toward the ease of using a bilingual dictionary when they looked a word up, while eight (12%) of the students had negative attitudes. Eight (13%) of the students were felt neutral. In statement five, 29 (44%) of the participating students know how to use a bilingual dictionary while 27 (42%) of them had negative attitudes. Nine (14%) of them were felt neutral. In item eleven, 50 (76%) of participating students had positive attitudes, and nine (14%) of the students had negative attitudes while six (9%) of the students felt neutral.

TABLE 5: Overall students' Attitudes Regarding Adequate Training to use bilingual dictionaries

Items	Negative Attitudes	Neutral	Positive Attitudes
3- When I looked up a word in the bilingual dictionary, I found it easily and quickly	12%	13%	75%
5- I know how to use a bilingual dictionary	42%	14%	44%
11- I think I have had enough training on how to use a bilingual dictionary	14%	9%	76%

Table 6 shows and summarizes the overall students' attitudes regarding teachers' dictionary use strategies in the classroom. Agree and strongly agree were combined to be positive attitudes while disagree and disagree and strongly disagree were combined to be negative attitudes. It can be seen that 40 (61%) of the students participating had positive attitudes towards teachers' dictionary use strategies in the classroom while 15 (22%) of them had negative attitudes. Only ten of the students were felt neutral (15%).

TABLE 6: Overall Students' Attitudes Regarding Teachers' Dictionary Use Strategies in Classroom

Item	Negative Attitudes	Neutral	Positive Attitudes
10- The teacher's dictionary-use strategies employed in class are the main driving force behind the utilization of a bilingual dictionary	22%	15%	61%

4.3 Results From Students' Interviews

Based on the findings in this set of data from the students' interview, the following findings can be determined for this dataset as a whole. The beginning EFL participating students agreed that a bilingual dictionary is a great reference tool which in turn enhance vocabulary words and improve reading comprehension. Also, the participants found a bilingual dictionary helped them to understand the new vocabulary words in the post-test. The intermediate EFL participating students also see the great importance for using a bilingual dictionary for translating a new English vocabulary word that they encounter during reading and writing in EFL class. The advance EFL student agreed that a bilingual dictionary helps him define unknown vocabulary words. This strong use for definition translation may account for the over 70% of the participating students do not use a bilingual dictionary for collocation; the most prevalent use being over 85% of the participants to find the definition of a word. Therefore the interview findings are correlated with the students' survey findings which confirm that the EFL students' attitudes were favorable toward the impact of using a bilingual dictionary primarily for word definition in EFL classes.

4.4 Results From Teachers' Interviews

Based on the findings in this set of data from the teachers' interview, the following findings can be determined for this dataset as a whole. Most of all the EFL teachers in this interview agreed that a bilingual dictionary is very important in EFL class as most of the EFL students in Saudi Arabia face significant challenges to understand a new English vocabulary words during reading and writing, and these dictionaries are indispensable and can be enhanced and developed their learning English language especially in high school. However, only one EFL teacher disagreed with the idea of using a bilingual dictionary in middle and high schools, and he prefers a monolingual dictionary. He also sees that a bilingual dictionary should be only in elementary school because the EFL students are beginning. These EFL teachers see the great importance of the use of a bilingual dictionary for reading and writing in EFL class in Saudi high school, and they think it is difficult for EFL students to get a precise understanding of a new English vocabulary word without using a bilingual dictionary. Therefore while the EFL teachers interviewed do not all agree about which grades should use bilingual dictionaries, they do all agree that the use of a bilingual dictionary as necessary for learning word meaning and vocabulary. However, most of the teachers also felt that students did not need instruction or strategies on how to use the bilingual dictionary. This finding appears to contrast with some findings in the student surveys and interviews that show the student feel they did not have enough or sufficient teaching about strategies to use the dictionary.

5. DISCUSSION

The study involved four sets of data collections using four instruments: pre-test and post-test for students, students survey, and in-person interviews with EFL students and EFL teachers. Analysis of the data determined the following findings for each data set. From the Test Scores, findings show that use of a bilingual dictionary by EFL students in a Saudi High school produced a significant increase (over 25%) in reading, writing, and total test scores. From the five themes on the student surveys, findings for the theme "importance of using bilingual dictionaries" show that 97% agree using a bilingual dictionary is important, 85% agree it is important for word translation and learning new words, and only 69% say using is important for improving reading. Findings for the theme "type of word information" show that the most frequent type of word information looked for in a bilingual dictionary is definition (87%), followed by spelling (56%); the least looked for is collocations (14%); while example, part of speech, and pronunciation are tied for third place with almost half (48-49%) of the students using bilingual dictionaries to look it and half not.

Findings for the theme “the necessity of using bilingual dictionaries in EFL classes” show that about 3/4 of the participants support the necessity of mandatory use of bilingual dictionaries during EFL lessons, while about half the participants feel that the necessity of using a bilingual dictionary is a personal choice. Findings from the theme “adequate training to use bilingual dictionaries” show that about 3/4 of the participants feel they received “enough” training on how to use a bilingual dictionary. However, while 75% say they can easily and quickly find a word in a bilingual dictionary, only 44% say they know how to use a bilingual dictionary. These findings suggest that over half the participants feel that there is more to using a bilingual dictionary than just being able to find a word. Findings for the theme “teacher’s dictionary-use strategies in the classroom” show that about two-thirds of the participants agree that how they use a bilingual dictionary depends on the dictionary-use strategies used by their teachers in class. From the in-person interviews with students, findings show that the majority of the participating students whether at the beginning, intermediate or advanced proficiency levels confirm that the use of a bilingual dictionary is essential to them for help to translate a new English vocabulary. From the in-person interviews with teachers, findings show that while the EFL teachers interviewed do not all agree about which grades should use bilingual dictionaries; they do all agree that the use of a bilingual dictionary as necessary for learning word meaning and vocabulary. Most of the teachers also felt that students did not need instruction or strategies on how to use the bilingual dictionary.

6. CONCLUSION

The primary purpose of this research study was to answer the research questions fully. Therefore, it is important to look at how these findings have answered the research questions and combine to the previously existing literature on the title of this study at hand. The first question in this study was: What is the impact of using a bilingual dictionary (English-Arabic) in a Saudi high school in reading and writing? An examination of the findings from this study suggests that the answer to this question is that the impact is increased scores on reading and writing tests, increased awareness by the students of the value of using a bilingual dictionary (English-Arabic) especially for English vocabulary growth and increased awareness that the impact of using a bilingual dictionary is limited by the strategies for use that students know or are taught. The second question in this study was: What are the high school students’ attitudes toward the use of bilingual dictionaries in EFL classrooms in Saudi Arabia? An examination of this study’s findings suggests that the answer to this question is that most students at all English proficiency levels feel that using a bilingual dictionaries in EFL classrooms in Saudi Arabia is very important to help them translate and learn new vocabulary words, while only about 75% of the students feel they have received enough training on how to use a bilingual dictionary. The third question in this study was: What are the high school teachers’ perceptions toward the use of bilingual dictionaries in EFL classrooms in Saudi Arabia? An examination of the findings from this study, suggests that the answer to this question is that both novice and experienced EFL teachers in Saudi Arabia agree that the use of a bilingual dictionary as important for learning word meaning and vocabulary, but they do not all agree about which grades should use bilingual dictionaries, and many of the teachers also felt that students did not need instruction or strategies on how to use the bilingual dictionary.

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