The Role of Bilingual Dictionaries in Second Language Learning:

A Case Study of Saudi Students in Australia

Khedir Attaf Almoayidi

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Statement of Candidate

I certify that the work in this thesis entitled "**The Role of Bilingual Dictionaries in Second Language Learning: A Case Study of Saudi Students in Australia**" has not previously been submitted for a degree nor has it been submitted as part of the requirements for a degree to any other university or institution other than Macquarie University.

I also certify that the thesis is an original piece of research and it has been written by me. Any help and assistance that I have received in my research work and in the preparation of the thesis itself has been appropriately acknowledged.

In addition, I certify that all information sources and literature used are indicated in the thesis.

The research presented in this thesis was approved by Macquarie University Ethics Review Committee, Reference Number: (**5201600307**) on **24/05/2016**

Signature:… …

Full Name:……..Khedir Almoayidi………..

Student ID:…43443788 ……**Date:** …09/10/2016........

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Abstract

Using a bilingual dictionary is believed to be an essential element for language learning. Many studies have been conducted that point out the importance of bilingual dictionaries in learning. Among Saudi learners, studies of bilingual dictionary use have all been conducted in Saudi Arabia, and have focused mainly on the purposes for which dictionaries are used and the skills needed by learners. The present research examines Saudi learners studying in an English-speaking environment to explore their perceptions of the role of bilingual dictionary use in their learning and patterns of dictionary use. For this study, ten Saudi students studying in Australia completed a series of comprehension and production tasks based on a short reading passage. Participants were permitted to use electronic or paper bilingual and monolingual dictionaries while completing the tasks. An individual semi-structured interview was then conducted with each participant. Data analysis revealed that bilingual dictionaries, particularly electronic ones, were seen by participants as beneficial in enabling them to find meanings quickly and with minimal effort, as well as allowing them to hear the words pronounced. While participants believed that bilingual dictionaries were suitable for beginners, there was a general view that such dictionaries do not facilitate learning and retention of new vocabulary, and are often misleading as they tend not to provide full contextual meanings. Performance data from the comprehension and production tasks offered some support for these views. Participants regarded monolingual dictionaries as superior in terms of improving learning, promoting word retention, and 'thinking in English', but highlighted the need for explicit training in the use of these dictionaries. These findings have implications for both pedagogy and future research.

A Note on Terminology

Dictionary use is considered to be an essential and beneficial tool when learning any new language. It is a language learning strategy that many language learners apply in their learning. In order to make the current study clear and understandable, different concepts that might appear throughout the following chapters are explained here briefly.

Strategies: Any specific plans or methods implemented by individuals in order to deal with any dilemma or situation they encounter (Brown, 2000).

 Learning strategies: 'Specifications, behaviors, steps, or techniques (such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task) used by students to enhance their own learning.' (Scarcella & Oxford, 1992, p. 63)

Vocabulary learning strategies: 'Any set of techniques or learning behaviours which language learners have reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary' (Intaraprasert, 2004, p. 53)

Cross-linguistic influence: 'The influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.' (Odlin, 1989, p. 27)

Bilingual dictionary: 'A dictionary in which definitions are given in full or in part in another language.' (Richards & Schmidt, 2010, p.54)

Monolingual dictionary: 'A dictionary in which head words, definitions and examples are given in the target language.' (Richards & Schmidt, 2013, p. 374)

Bilingualised dictionary: 'A hybrid version in that it provides definitions and examples in L2 as presented in monolingual dictionaries and the equivalents in L1 as given in monolingual dictionaries.' (Tahriri & Ariyan, 2015)

A List of Abbreviations used in the Current Study

LLSs: Language learning strategies

VLSs: Vocabulary learning strategies

ESL: English as a Second Language, in a country where English is used for communication (Cohen, 1998)

EFL: English as a Foreign Language, in a country where English is not used for communication (Cohen, 1998)

CLI: Cross-linguistic influence

MD: Monolingual dictionary

BD: Bilingual dictionary

ED: Electronic dictionary

L1: First language (mother tongue)

L2: Second language (target language)

SLL: Second Language Learning

MELC: Macquarie English Language Centre

Chapter 1: Introduction

1.1.   Statement of the problem

Consulting dictionaries is a core element in language learning. Using this strategy, learners can find out about various contexts of language such as formal and informal language, idioms, verbal phrases, pragmatics and culture. At the same time, the use of dictionaries motivates autonomous learning (Cubillo, 2002). However, knowing how to use a dictionary and what type of dictionary to consult is an essential factor for successful language learning enabling learners to reach their ultimate goal of learning English, which is considered one of the most influential languages all over the world, and in Saudi Arabia in particular. Very many Saudi students struggle to use monolingual dictionaries when learning English in schools, institutes, colleges and universities and they prefer to use only bilingual ones. In addition, most of these learners have not acquired the skills to use a dictionary and they do not know the appropriate way to deal with dictionaries because most teachers in Saudi Arabia tend to ignore the importance of using dictionaries in the teaching of English. When students choose to further their formal education through the medium of English, there will be a significant increase in the number and type of unfamiliar English vocabulary items they will encounter and, consequently, skill in using dictionaries will be important.

Studying abroad is considered beneficial for learners to grow intellectually, academically, culturally and personally (Dwyer, 2004). The underpinning assumption of this study is that students will find they are encouraged by their teachers to use monolingual dictionaries to understand aspects of the new culture and the new language experiences they will be exposed to. However, to cope with this exposure to monolingual dictionary use, most Saudi students will resort to using

bilingual dictionaries. This in turn may have an influence on their second language learning. Hypothetically, it might be beneficial for these learners to be advised to consult monolingual dictionaries for better understanding of the way the second language is used as a new strategy of learning in countries where the main language is English and where autonomous learning is considered to be an efficient tool for that purpose. Unfortunately, most Saudi learners are not used to this kind of education because teaching in Saudi Arabia, in most cases, is teacher-centered and autonomous learning is rarely encouraged. As such, and because of the need to use monolingual dictionaries in learning, most Saudi students find that they need to use bilingual dictionaries to help them find the Arabic equivalent for the new unfamiliar English words they encounter while learning. This excessive use of bilingual dictionaries can cause some issues which need some investigation. Due to these anecdotal observations and the need to better understand this phenomenon, this study aims to find out how Saudi students perceive and experience the role of bilingual dictionaries in their learning.

1.2.   Background of this study

Dictionary use is an effective tool for learners in their learning of a second language so that they will be able to comprehend what they read and to master the vocabulary they encounter (Ali, 2012). Investigation of dictionary use, more particularly bilingual dictionary use, in second language learning (L2) has shown that it is beneficial for learners to consult a dictionary, especially when they want to understand the content of L2 texts (Fraser, 1997). To illustrate, a bilingual dictionary is defined as a source of meanings in which target language words are explained by providing equivalent ones in the mother tongue (Richards & Schmidt, 2010).

Learners of English are often advised to use a dictionary, especially a monolingual one, in order to become immersed in the second language environment. This, according to Bejoint (1981), motivates learners to focus only on the second language which in turn helps them to broaden their thinking while learning the second language. However, bilingual dictionaries are found to be more useful than monolingual ones, as reported by some participants, because more effort and cognitive ability are required to use the latter type which might mislead learners and confuse them (Bensoussan et al., 1984). Therefore, the role of bilingual dictionary use in second language learning is worth further investigation to understand in detail learners' beliefs about different types of dictionary and their role in the language learning process. In cases where bilingual dictionaries are preferred by learners, it would be useful to understand in detail the underlying reasons for this preference. Admittedly, most studies have traced the use of bilingual dictionaries in contexts where the mother tongue (other than English) is the dominant language. Because of this, this study aims to discover the role of bilingual dictionary use in learning when the learners are studying abroad where communication and learning are conducted only in the target language (English).

1.3.   Research aims

The purpose of this study is to shed light on how Saudi learners of English, who are in Australia either preparing to undertake tertiary studies or those studying at the university, perceive and experience the role of bilingual dictionaries in their second language learning. In other words, the aim is to investigate whether or not Saudi students find that this type of dictionary contributes to the learning process, and to explore the ways in which the use of this type of dictionary facilitates and/or hinders their learning. Additionally, the current study also aims to explore the relationship

between the use of bilingual dictionaries on one hand, and comprehension and production (e.g. writing) on the other through the completion of a series of tasks.

The ultimate goal of this study is to find a comprehensive answer to the following research questions:

1 – How do Saudi students perceive the role of bilingual dictionary use in their language learning?

2 – In what ways do Saudi students find bilingual dictionaries to be beneficial tools in their language learning?

3 – In what ways do Saudi students find bilingual dictionaries to be obstacles in their language learning?

4 – In what ways do bilingual dictionaries affect Saudi students' comprehension and production?

The four proposed research questions give a clue that the current study will make use of qualitative methods to underpin the investigation. Factors such as the new culture (Australia), language background, style of teaching, and gender have been taken into account when investigating the role of bilingual dictionary use in second language learning. When reviewing the literature it was clearly seen that quantitative methods have been the main research tool used in a vast number of studies that have probed the use of dictionaries in second language learning. However, this present study utilises a qualitative approach preceded by an experiment to better understand the contribution and role of bilingual dictionary use from the perspective and experience of the participants. Furthermore, this study, to the best of the researcher's knowledge, is the first of its kind to utilise an experiment followed by an interview with the same participants, not a selection of participants as many previous studies have done. In

addition, it is the first qualitative investigation of Saudi students' perceptions and experience of the role of bilingual dictionaries while studying and learning English abroad.

It is anticipated that the findings of his study will contribute to the body of knowledge in second language learning and it is hoped that it will be advantageous for Saudi students, English language instructors, educators, and a significant number of researchers who are concerned about second language acquisition. There will definitely be some consequences of using bilingual dictionaries in second language learning and these might affect students' learning and progress negatively or positively. Considering these impacts of bilingual dictionaries, learners should be made aware of how to use them properly to achieve the ultimate goal of their learning. Additionally, the results of the current study will encourage language instructors and researchers to provide better instruction in dictionary use in language learning, and provide information about the skills that should be taken into account when introducing dictionaries to students and what type of dictionary to recommend to them.

1.4.   Structure of the thesis

This thesis consists of five chapters. Chapter 1 introduces the topic of this study and describes the background to and the aim of the study. It also includes the research questions and the design of the study. Chapter 2 examines the relevant literature on language learning strategies (LLS), vocabulary learning strategies (VLS), cross-linguistic influence (CLI), and dictionary use. This is followed by a description of the gaps in the literature and their relation to forming the current study. In Chapter 3, a description of as well as the rationale used in the methodological approach to this study is provided as well as a description of the data collection tools used, the design

of the experiment, and the use of semi-structured interviews. In addition, the ethical

considerations relevant to this study are discussed. Chapter 4 provides a thorough

presentation and discussion of the findings that emerged from the analysis of data. In

Chapter 5, a summary of the current study, the implications of the research findings,

and an account of the study limitations are provided.

Chapter 2: Literature Review

2.1. Introduction

Dictionary use is one of the strategies second language learners use. This chapter of the research will shed light on the concept of cross-linguistic influence on SLL, and strategies of learning, more specifically, strategies for vocabulary learning. It will also review the literature that deals with dictionary use in second language learning in general. In addition, there will be a review of studies which have focused on bilingual and monolingual dictionaries and their role in second language learning. Because the present study focuses specifically on learners of English from Saudi Arabia, the literature review will first examine the general literature in relevant areas before moving to a specific consideration of studies of first language Arabic learners of English and, finally, studies conducted in Saudi Arabia. This literature review will provide the key context as well as the theoretical framework for the study that is reported in this thesis.

2.2. Cross-linguistic influence on second language learning, an overview

In the past it was believed that when there are differences between two languages (which there obviously are), learners will be prey to what is called 'language interference' due to negative transfer. However, this concept changed in the 1980s when a new generation of researchers substituted the term 'cross-linguistic influence' for 'transfer' because the term 'transfer' is thought of as a behaviourist concept (Jarvis & Pavlenko, 2008). Therefore, a significant number of theoretical and empirical studies were conducted to discover the relationship between cross-linguistic influence and second language acquisition. Odlin (1989), and Gass and Selinker (1992), for example, identified that transfer is viewed as an inventive tool

which is essential in second language learning. This indicates that the term 'transfer' is no longer viewed as a negative thing. Because the concept of cross-linguistic influence covers many areas of language, it is not easy to decide which factors underpin the concept of cross-linguistic influence in second language acquisition because this concept is multi-faceted (Ringbom, 2007). It is essential to state here that this section will only focus on cross-linguistic influence from a lexical point of view because it is relevant to the purpose of this study.

All language learners depend entirely on a number of words to communicate in any particular language. Indeed, in many cases, learners in the first stages of learning rely on their mother tongue in order to find a word to use that is equivalent to the target language word. According to Carter (1987), when a first language equivalent is associated with a target language words, the learning of new words will be enhanced. This means L1 mental lexicons play a crucial role in L2 as a matter of dynamicity between the two languages (Herdina & Jessner, 2001). This notion can also be found in the term 'psychotypology' which indicates that the distance between languages has an influence on the types of errors learners make as well as what can be considered transferable (Kellerman, 1983). This has been suggested by several researchers (e.g. Swan, 1997; Jiang, 2000, 2002, 2004) who pointed out that learners of any second language have a perceptional hypothesis beforehand that what they will learn in L2 will have some similarity to their mother tongue and with this hypothetical linkage they continue their learning. However, although such similarities and differences play a role in second language acquisition, the lexical level similarity plays a more essential role to signal transfer because it is aligned with second language production rather than comprehension (Ringbom, 2007).

It is worth mentioning here that a significant number of studies have pointed out that lexical transfer between languages is affected by many factors such as grade (e,g. Naves et al., 2005), proficiency (e.g. William & Hammarberg, 1998; Tremblay, 2006; Llach, 2010), age (e.g. Celaya & Torres, 2001; Cenoz, 2001; Gost & Celaya, 2005), or background knowledge of one or more language other than what they intend to learn (Dewaele, 1998; Ringbom, 2001). However, two types of lexical transfer, form transfer and meaning transfer, are common among learners. The former is used as a way of code-switching and using loanwords when using the second language. The latter type of transfer occurs by using the meaning of lexemes from the mother tongue which sometimes do not fit into the L2 context. According to Ellis (1997), the meaning of words is the most important element that learners need to know consciously and explicitly. Form, as pointed out by Ellis, is acquired unconsciously and with the use of an implicit system of learning. This was also found in the study by Singleton (1999) who assigned the learning of forms to the early stages of learning, while dealing with meaning is an ongoing and complicated process which is linked to later stages of learning. This notion of form-meaning distinction can also be found in the studies of, for instance, Kroll and Sholl (1992), Soderman (1993), and Kroll and Stewart (1994). In line with this, an empirical study by Namei (2002) on Persian-Swedish bilinguals revealed that the form and the meaning of words play a crucial role in learning. The researcher concluded that words are connected phonologically in the brain if they are less familiar, but for well-known words the connection is semantically based.

Other studies have also pointed to the role of similarities and differences between languages and how this contributes to learning new vocabulary. Chen (2003), for example, found that Chinese learners of Japanese found it easy to acquire some Japanese words because both languages use logographic characters in their writing

systems and they express the same meaning. This was pointed out by Swan (1997) when he explained that similar cultures help to make the learning of words easy because the concepts of words are shared by such cultures. On this logical basis, Iwashita's (2012) study on learners of Japanese in Australia revealed that Korean and Chinese learners scored far better in tests such as writing and speaking than all other learners because of the morphological similarities between the Korean, Chinese and Japanese languages. Similarly, Keshavarz and Astaneh (2004) also argued that speakers of Turkish, as well as Armenians who speak more than one Persian language, found it easier to learn English than Persian monolingual speakers. The findings of a recent study by Heltai (2013) were in line with previous studies' findings, indicating that Hungarian learners found it easy to learn English compound words which have a similar internal structure to those of their mother tongue. These findings reveal that similarity between L1 and L2 lexemes can help to facilitate and accelerate the acquisition of vocabulary; however, this does not mean that when languages are totally different learners will have more difficulty coping with new vocabulary.

The use of bilingual dictionaries is generally considered to be an element of cross-linguistic influence. Therefore, according to Walter (1996), the compiler of a bilingual dictionary must take into account the role of the mother tongue as well as the target language vocabulary items in order to anticipate which elements might cause problems for learners. As such, learners who rely on bilingual dictionaries might find it difficult to decide which first language meaning to use for the target language context. This use of translation in bilingual dictionaries sometimes causes confusion since the L1 equivalent meaning does not always fit the English context (Walter, 1996).

2.3.1. Language learning strategies

The aim of shedding light on language learning strategies (LLS) before discussing

vocabulary learning strategies (VLS) is to track the historical and the theoretical

backgrounds from which the idea of VLSs stems. Consulting dictionaries, including

monolingual, bilingual and bilingualised versions, can be considered one of the

learning strategies that learners actively use in their learning. For this reason, it is

important to begin with a general discussion of the concept of LLS before moving on

to a discussion of the 'strategic' use of dictionaries by language learners. The

concept of strategy has been a debatable issue among linguists and educators for the

last two decades and this has led them to propose many definitions and clarifications.

Regardless of who and where these views have come from, it can be clearly observed

that at least one or more elements are shared by these definitions. One definition is

that of Ellis (1997) who stated that learning strategies are techniques or specific

methods that language learners use in order to deal with a language other than their

mother tongue. In addition, Oxford (1989) suggested that learning strategies are

considered to be 'behaviors or actions which learners use to make language learning

more successful, self-directed and enjoyable' (p. 235). Aligned with this, Anderson

(2005) defined a learning strategy as an action used intentionally by language

learners in order to develop their learning. Anderson tried to refine the definition of

learning strategy as something 'conscious' which means that strategies are not

haphazard behaviours but something planned. To consolidate this statement, Chamot

(2005) stated that any 'conscious' behaviour that is accompanied by a well-planned

aim is referred to as a 'strategy' and that strategies can be used as beneficial tools to

help learners in the first stages of their language learning. Chamot (2004) defined

learning strategies as 'the thoughts and actions that individuals use to accomplish a

learning goal' (p. 14). Similarly, O'Malley and Chamot (1990) attributed learning

strategies to any behaviour, either physical or mental, that learners apply in order to memorise, appreciate and acquire any new knowledge. It can be clearly inferred that these definitions of 'strategy' share common concepts such as planning, thought, tactics, behaviours and actions that individuals implement in their language learning journey.

It is worth mentioning here that the main classifications of learning strategies fall into what O'Malley and Chamot (1990) identified as metacognitive strategies, cognitive strategies and social/affective strategies. Metacognitive strategies here refers to any planning, thinking, observing and evaluating that learners apply when they are involved in production and comprehension in language learning. According to O'Malley and Chamot (1990), cognitive strategies are 'more directly related to individual learning tasks and entail direct manipulation or transformation of learning materials' (p. 8); these include the translation, repetition, deducing, transferring, contextualising, and grouping of items. Social/affective strategies, on the other hand, are concerned with any interaction that learners undertake in order to learn a language in a cooperative way and this includes working in groups, asking for clarification and other collaborative activities.

In addition, Oxford (1990) classified learning strategies into two criteria - direct and indirect strategies. This classification of learning strategies is considered to be the most comprehensive (Brown, 2007; Ellis, 2008). Direct strategies, according to Oxford's taxonomy, include any mental and intentional procedures used in language learning. Indirect strategies, in contrast, include any behaviour that facilitates learning, such as planning and focusing, or sometimes controlling emotions that can hinder learning (for example, anxiety). Apart from this, some studies have investigated the relationship between gender and the language learning strategies that

are selected (El-Dib, 2004; Kaylani, 1996; Oxford, Park, Ito & Sumrall, 1993; Vandergrift, 1997; Wharton, 2000).

One final point, which is considered essential when taking learning strategies into account, is the role of culture. What might be appropriate in one context, such as in the western context, is not necessarily appropriate in another, the Middle Eastern, for instance. The results of many studies on learning strategies suggest that 'appropriateness' might not be the same because of different values as well as culture. Niles (1995) conducted a study on Australian and Asian students in Australia and found that both groups used different strategies in their learning. The same conclusion was reached by Lee and Oxford (2008) who observed that Korean students used different learning strategies from other groups of learners. The role of cultural differences in the choice of strategy can be also traced in studies (e.g. Keatley, Chamot, Spokane, and Greenstreet, 2004; Olivares-Cuhat, 2002; Wharton 2000; Deneme, 2010) in which the researchers found that different groups of learners tend to utilise different LLS.

2.3.2. Vocabulary learning strategies

Wilkins (1972) stated that 'without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed' (p. 111). This quotation confirms how it is essential to pay attention to vocabulary in language learning. Krashen and Terrell (2000) argued that the ultimate goal of teaching vocabulary is to equip learners with words which can help them outside the educational setting and at the same time trigger progression in their second language acquisition. According to Ellis (2008), comprehension can be hindered more by lexical errors than grammatical ones, and Matsuoka and Hirsh (2010) pointed out that the comprehension of any reading is a vocabulary-dependent process. These statements, which stress the importance of

vocabulary when learning any language, suggest that it is essential to find the most appropriate strategies to encourage language learners to concentrate on and make every effort to learn vocabulary. Moreover, as explained by Hirsh (2015), a vast number of studies have focused on vocabulary from the perspectives of learning and teaching. This shows the essentiality of vocabulary learning and how it has become the focus of many past and recent studies.

It is obvious that there is no single strategy or set of strategies for vocabulary learning that can be applied to all learners because many variables, such as gender, age, cultural background and level of proficiency, can play a crucial role in the choice of strategy used. In this regard, taxonomies such as cognitive strategies, metacognitive strategies and social strategies were introduced and developed to meet the needs of researchers which in turn have been of benefit to learners (Oxford, 1990; Schmitt, 1997). However, individuals can learn vocabulary using two general methods: direct and indirect learning of vocabulary (Nation, 1990; Rubin and Thompson, 1994; Richek et al. 1996). Consciously learning vocabulary either using the context to infer meaning or learning words separately with their meaning is the strategy that is referred to as the direct or explicit method (Laufer and Hulstijin, 2001). This direct method, according to Nation (1990), is very necessary for learners who are in the first stages of language learning and for those who are not performing well in their learning because this direct method assists them by equipping them with the essential vocabulary they want to use in various contexts. In line with this claim, Coady and Huckin (1997) argued that it is important to learn words separately, especially for new language learners, so that they will be more prepared for indirect learning where they can learn words in context. The direct method of vocabulary learning is tied up with certain strategies where learners are exposed to a list of

vocabulary which they need to practise and memorise in order to progress in their language learning.

Indirect learning of new vocabulary refers to picking up new words from various contexts using unplanned techniques, like interaction with others or reading new texts (Read, 2000; Laufer and Hulstijn, 2001). Other researchers suggest that indirect learning of vocabulary can include any unintentional vocabulary items that learners deal with, such as words they come across when watching television and films, listening to the radio, or while reading stories (Anderson and Nagy, 1991; Nation, 1982, 2001; Sternberg, 1987). To consolidate the importance of the indirect method, Nation (2001) claimed that inferring meaning from any context is considered to be an essential element that is more important than all other vocabulary learning options. The distinction between direct and indirect vocabulary learning can be summed up in two clear concepts – the former one is conscious and intentional relevant learning while the latter is spontaneous learning.

Nation (2001) asserted that vocabulary learning strategies are considered to be one element of language learning strategies as a whole. As a result, general learning strategies are viewed as the basis from which vocabulary learning strategies are refined (Catalan, 2003). Typically, studies of vocabulary learning strategies have been classified into different categories. Cohen (1987; 1990), for instance, proposed three criteria by which VLSs can be categorised and these include remembering words strategies, semantic strategies and strategies for practising and learning vocabulary. Additionally, Stoffer (1995) suggested a group of strategies based on the study she conducted with university students who were learning English as a second language. As a result, she was able to classify the strategies according to language use, auto-motivation, organising words, strategies which involve memory, creativity

strategies, behavioural strategies, strategies to cope with any anxiety, and strategies which involve audio-visual learning.

The most interesting classification for present purposes is the one introduced by Gu and Johnson (1996) who investigated the type of strategies preferred by advanced Chinese learners of English. Many strategies were discovered to be used by these learners such as metacognitive strategies, strategies such as guessing, consulting dictionaries and note-taking, memory relevant strategies such as encoding and rehearsing materials, and finally, practice strategies which the researchers refer to as 'activation'. Moreover, Chinese students tend to consult dictionaries as a strategy for language learning. This, to some extent, makes their work directly relevant to the current study which aims to discover how dictionary use (especially bilingual dictionary use) as a language strategy influences second language learning.

It is essential to note that different researchers have classified strategies according to different language learning processes. These classifications are found in the study of Lawson and Hogben (1996) who pointed out the strategies of 'repetition' (for example, rehearsing), word feature analysis (for example, spelling or suffix), simple elaboration (for example, simple use of context or translation), and complex elaboration, (for example, complex use of context or paraphrasing) (pp. 118-119). Schmitt's taxonomy of strategies for learning vocabulary (1997) lies at the heart of learning studies. This taxonomy was developed on the basis of Oxford's learning strategy taxonomy, introduced in 1990, in which strategies were categorised into memory, cognitive, compensation, metacognitive, affective and social strategies. However, Schmitt suggested that even though there is a long list of strategies, they can be divided into two main strategies. One is about discovering the meaning of words while the other is concerned with how to retain these words in long-term

memory. Schmitt pointed out that learners often like to use many strategies to learn words, one of which is using a bilingual dictionary. In relation to this, Nation (2001; 2005) proposed three main vocabulary learning strategies which include planning what to do, finding information about the source of words, and processing these words in the mind. As mentioned by Schmitt, Nation suggested, under the taxonomy of 'sources', that consulting a dictionary is considered to be one of the strategies that second language learners use. In addition, many other vocabulary learning strategy classifications have been proposed in various other studies (Weaver & Cohen, 1997; Hedge, 2000; Cook, 2001; Decarrico, 2001; Nation, 2001; Pemberton, 2003; Intaraprasert, 2004; Nation, 2005).

Many empirical studies have been carried out in order to find out what strategies for vocabulary learning are considered to be most attractive to language learners. For instance, Schmitt (1997) conducted a quantitative study on non-native speakers learning English as a foreign language in three different schools located in different regions of Japan. Six hundred surveys were distributed amongst the participants as a data collection instrument. The researcher found that learners tended to use bilingual dictionaries most as a strategy for discovering the meaning of new words. Other strategies that learners were inclined to use included guessing the meaning from the context and asking other students in the class for the meaning of words. Using knowledge of L1 was considered the strategy least used by learners for word discovery. Moreover, Schmitt discovered that studying spelling, repeating words verbally or in a written way, saying words aloud, note-taking, studying the sound of words, and word lists were the strategies learners used most to consolidate their learning of words. In contrast, strategies such as physical activities, implementing semantic maps, cognition, flash and accuracy checking cards were the least utilised strategies for consolidation. It should be noted here that Schmitt's study found the

use of a dictionary, more specifically a bilingual dictionary, was perceived by learners to be a very beneficial way of discovering meanings of new words. This is also what Fan (2003) suggested, that learners consider the most valuable strategy for learning English vocabulary is consulting a dictionary.

Using the methods of questionnaire, observation and oral interview, Taichi (2000) conducted a study of Japanese students who were learning English as a second or foreign language. Using the variables of gender, level of achievement, year of study and the environment of the study (such as ESL vs EFL), the researcher found that gender can play a significant role in the selection of strategies such as dictionary use, taking notes, and repetition. Furthermore, Taichi confidently argued that variables of 'where' the language was being learned had a significant influence on the Japanese learners' choice of which vocabulary learning strategies would be most beneficial. This was also found in the study conducted by Gu (2002) who investigated the role gender and academic major played in the strategies chosen by learners of English as a Foreign Language. The researcher concluded that the female students in this study had better overall vocabulary and language proficiency than the male students. Moreover, Gu also added that gender plays an essential role since female students were observed to use almost all strategies for vocabulary learning. These results confirm the idea introduced by Nakamura, (2000) and Catalan, (2003), that gender can be a significant influence on the strategies used by learners.

In a study conducted on native and native-like speakers of English who were learning Chinese, Winke (2001) used the methods of focus group interview accompanied by a questionnaire and classroom observation to find out which strategies were used by these learners to deal with vocabulary. The researcher found that direct and indirect interactions were used more than other strategies. Winke also

added that strategies such as modelling, repeating words, memorising and taking notes were observed to be used by these learners of Chinese vocabulary. The researcher also found that social strategies were less commonly used by these learners. In his study on Saudi learners of English as a Foreign Language, Al-Qarni (2003) used an experiment to find out which strategies contribute to vocabulary retention. Three different variables were put forward in his study - silent repetition, verbal repetition and silent-written repetition. The researcher concluded that the use of rote repetition as a strategy for vocabulary learning was very effective for Saudi EFL students because this strategy helped them to obtain high scores in word retention tests. Al-Qarni also found that using silent-written repetition is considered to be a beneficial tool for memorisation.

More recent studies include one that was conducted on Arabic learners of English by Ababneh (2013) who investigated the types of strategies used by Jordanian university students when learning new vocabulary items. 128 male and female students were recruited for this study and a questionnaire was used. The researcher found that frequent dictionary use is a sign of low proficiency in English and using a dictionary, she argues, remains the safest strategy. However, this claim – that consulting a dictionary is a sign of low language proficiency – is not absolute since other studies have found that most language learners prefer to use a dictionary as they see it as an effective strategy for learning (Luppescu & Day, 1993; Schmitt, 1997; Fan, 2003). Finally, Ababneh (2013) found that gender and academic major played no part in the choice of strategies used by Jordanian Arab learners of English. This evidence seems to contradict the studies of Taichi (2000) and Gu (2002) whose findings showed that gender significantly affects choice of strategy.

In her investigation of Saudi learners of English, Bahanshal (2015) used a questionnaire followed by an interview to conduct a study on 30 female Saudi students at a high school in order to find out which strategies were preferred by these learners. The research revealed that the learners tended to use guessing as a major strategy in vocabulary learning. They also tended to use bilingual dictionaries to find the meaning of new words and they were inclined to use social strategies such as seeking help from others. Strategies such as note-taking and memorisation were the least preferred amongst the Saudi learners. These findings add to the body of evidence that the use of dictionaries, more specifically bilingual ones, is a strategy used by language learners (Luppescu & Day, 1993; Schmitt, 1997; Fan, 2003; Ababneh, 2013). The findings of Bahanshal (2015) run contrary to the assumption of Ababneh (2013) that only less proficient learners of English resort to using a dictionary. Additionally, Bahanshal (2015) found that Saudi learners preferred the strategy of repetition but did not apply it in their learning. This contrasts with the findings of Al-Qarni (2003) who claimed that Saudi learners tended to use rote repetition for word retention. However, that study was limited to female students and did not pay attention to their level of proficiency which can contribute to which strategy is implemented by Saudi learners.

2.4 Dictionary use in second language learning

2.4.1. Non-Arab studies of dictionary use in second language learning

The use of dictionaries in second language learning is considered to be a beneficial strategy which many learners use for comprehension as well as production. Reviewing the literature indicates that these studies can be classified into those that investigate the purpose of using dictionaries and those that concentrate on the type of dictionary used and preferred by learners. Some studies have shown that the use of

dictionaries is essential when reading in order to equip learners with new vocabulary (Luppescu & Day, 1993; Knight, 1994; Hulstijn, Hollander & Greidanus, 1996; Gu & Johnson, 1996; Fraser, 1999; Hunt, 2009). Other studies have paid attention to the role of dictionaries in comprehension (for example, Hulstijn, 1993; Knight, 1994; Hulstijn et al., 1996). In these studies the researchers found that the use of a dictionary enhanced text comprehension as well as the quantity of vocabulary learned. However, these findings are not in line with the findings of Bensoussan et al. (1984) who reported that in the test they conducted, using a dictionary, monolingual or bilingual, or not using a dictionary at all had no influence on reading comprehension. Indeed, not many researchers have been interested in investigating the use of dictionaries as a part of the writing process and for this reason only a few studies have been found to indicate that using a dictionary when writing can facilitate the task (Harvey & Yuill, 1997; Miller, 2006; East, 2007). Even though these studies claim that using a dictionary helps learners in their writing, this claim is not in line with Christianson (1997) who found that dictionaries did not contribute significantly to his participants' writing performance.

Apart from investigating the purpose of dictionary use, some studies have been conducted about the different types of dictionary learners use and their role in language learning. Bilingual dictionaries, for instance, have been the focus of a few studies (Hartmann, 1983; Thompson, 1987; Knight, 1994; Laufer & Hadar, 1997; Hayati & Fattahzadeh 2006; East, 2007; Marmol & Sanchez-Lafuente, 2013) in which the researchers pointed out the importance of using bilingual dictionaries in learning vocabulary as well as for reading comprehension. Some other studies have been conducted to investigate monolingual dictionaries (Baxter, 1980; Bejoint, 1981; Bejoint & Moulin, 1987; Battenburg, 1989; Laufer & Hadar, 1997; Hayati & Fattahzadeh 2006; Ahangari & Dogolsara, 2015). In most of these studies, the

researchers tried to compare the efficacy of monolingual dictionaries in comparison with bilingual ones. The findings of these studies show that monolingual dictionaries are good tools to show learners the various uses of words in the second language and they help learners to become immersed in the target language which accelerates second language learning. With the advent of new technology, a few studies have emerged that have investigated the use of electronic dictionaries in language learning. These include the studies of Tang (1997), Liou, (2000), and Liu and Lin (2011) in which the researchers investigated the reasons language learners prefer electronic dictionaries over paper dictionaries.

On examining the literature it can be observed that some empirical studies have been conducted to discover how dictionaries can contribute to second language learning. Bensoussan et al. (1984) conducted three studies in order to find out if using bilingual or monolingual dictionaries or not using dictionaries at all affected students' performance in reading comprehension. The researchers concluded that dictionary use did not have any noticeable effect on participants' results, nor did dictionary use have any influence on the time they spent on the task. According to the researchers, students with low proficiency tended to use bilingual dictionaries while those with high proficiency tended to use monolingual ones. The researchers pointed out that they observed that students did not use dictionaries properly; however, the researchers did not pay attention to factors such as time and stress which may affect the way students use their dictionaries. In contrast to this study, Luppescu and Day (1993) conducted a study on 293 Japanese learners of English as a Foreign Language. From their findings, the researchers concluded that the use of dictionaries, more particularly bilingual ones, contributed significantly to the scores of their participants in tests of both comprehension and vocabulary. This was also confirmed by Fraser (1999) who investigated three strategies – ignoring, consulting

(a dictionary) and inferring – used by eight intermediate English students to deal with new vocabulary encountered in a reading task. It was found that consulting a dictionary is essential to consolidate reading comprehension and it enhances the learning of vocabulary. However, using a dictionary was discovered to slow the speed of reading and increase the time needed to complete the task.

Laufer and Hadar (1997) recruited 123 native Hebrew speakers who were learning English as a Foreign Language. The purpose of their study was to uncover the effectiveness of three different dictionaries (monolingual, bilingual and bilingualised ones) in the comprehension and production of new words. The researchers found that those who used bilingualised dictionaries scored higher than the other groups in both comprehension and production. They added that skilled learners tended to use monolingual dictionaries more than bilingual ones and vice versa. These findings support the claim of Bensoussan et al. (1984). As a final remark, the researchers expressed the view that the use of bilingualised dictionaries is appropriate for all learners. A relevant study was conducted by Knight (1994) who studied 112 Spanish 2nd Year students at Central Michigan University to investigate the role of dictionary use while reading and its effect on comprehension and vocabulary acquisition. The researcher ended her study suggesting that there was an observable preference for using dictionaries among learners. Yet, her study also signalled a negative effect of dictionary use on reading rate, a result that consolidates the findings of Luppescu and Day (1993).

East (2007) conducted a study on the use of bilingual dictionaries in L2 writing proficiency tests and concluded that using bilingual dictionaries had no significant effect on test scores. He added that using these dictionaries, according to his participants, was a disadvantage because it caused them to spend more time on the

task. Similarly, Marmol and Sanchez-Lafuente (2013) investigated the use of bilingual dictionaries in foreign language learning by recruiting 53 participants. The researchers found that the scores of those students who used bilingual dictionaries were worse than the scores of those who did not use a dictionary. However, bilingual dictionaries were found to help students acquire new words.

Hayati and Fattahzadeh (2006) recruited 100 Iranian students to participate in their study to investigate the effect of monolingual and bilingual dictionaries on recalling and retaining vocabulary. The researchers established that there was no difference between the two groups. Even so, using a bilingual dictionary positively influenced the learners in their reading task, more particularly when dealing with vocabulary and when there were time constraints. Hayati and Fattahzadeh pointed out that using a monolingual dictionary was found to be helpful for word processing and memorising when learners had ample time. Along the same lines, Ahangari and Dogolsara (2015) compared the effect of monolingual and bilingual dictionaries on Iranian intermediate learners of English. The findings of their study suggested that using a monolingual dictionary is more effective than using a bilingual one. It was also discovered that consulting a monolingual dictionary can help to enhance vocabulary learning if students are provided with appropriate contexts accompanied by sufficient examples of appropriate language. This finding aligns with the claim of Bejoint (1981) who argued that using a monolingual dictionary encourages learners to try to think in the second language and not in their mother tongue. From another perspective, Tahriri and Ariyan (2015) aimed to investigate the use of bilingual, monolingual and bilingualised dictionaries in EFL vocabulary learning. They concluded that learners preferred to consult a bilingual dictionary rather than other dictionaries. It was found that those who preferred to use monolingual dictionaries used dictionaries less frequently because they relied on guessing.

2.4.2. Arab studies of dictionary use in second language learning

Reviewing the literature reveals that some studies have examined L1 Arabic speakers to contribute to the body of knowledge, more particularly, knowledge about dictionary use in language learning. It is essential to point out that the term 'Arab' here indicates those studies that focus on Arabic native speakers learning English as a Foreign Language either in their own country or abroad. These studies have been conducted for different purposes, for example, the skills needed by Arab learners of English to deal with different types of dictionaries (Diab, 1990; Al-Alami, 1992; Al-Khawaldeh, 1994; Abu-Samak, 1996; Al-Khub, 1997; Hamdan & Diab, 1999; Al-Ajmi, 2002; Sabah et al., 2014; Bataineh, 2014), and Arab students' awareness of and attitude to using dictionaries (Ahmad, 1994; Abdullah, 1996; Al Sayed & Siddiek, 2015). To the best knowledge of the researcher of the current study, no single study has been done on Arab learners to investigate the role of monolingual or bilingual dictionaries on learners' comprehension or production.

In their study of 50 Jordanian Arab students, Diab and Hamdan (1999) investigated how these learners interacted with words and dictionaries. The research revealed that learners tended to use dictionaries only to find the meaning of words and their pronunciation. More importantly, the researchers confirmed that these learners tended to consult monolingual dictionaries more frequently than bilingual ones due to the deficiencies of bilingual dictionaries. However, this contrasts with the findings of Al-Kubaisy (1993) who studied Iraqi students and discovered that Iraqi learners consulted bilingual dictionaries more than monolingual ones. This led Al-Ajmi (2002) to focus on the microstructures of bilingual dictionaries and their effect on learners' performance. The researcher recruited 46 English major students at Kuwait University for his study and concluded that English/Arabic bilingual dictionaries

need more improvement since they mislead their users. These problems of bilingual dictionaries, according to this researcher, include lexical coverage and sense order. Sabah, Noor and Mustaffa (2014) recruited 27 Iraqi students to trace the skills needed for using dictionaries. Their study confirmed that Iraqi students use dictionaries for word meanings and pronunciation, and this aligns with the findings of Diab and Hamdan (1999). However, Iraqi students were observed to use bilingual dictionaries, especially electronic ones, more than other types of dictionary. In the same vein, Al Sayed and Siddiek (2015) conducted a study on 160 Sudanese students in order to discover their attitude to learners' dictionaries. Their study revealed that a significant number of Sudanese students believed that a monolingual dictionary was best for them. However, these students confirmed that they did not use dictionaries because they lacked the skills to use them. Therefore, the researchers suggest that in the future students should be trained to use dictionaries properly.

Tracing these Arab studies shows that the aim has generally been to discover the ways in which Arab students integrate dictionary use into their language learning. Moreover, they highlight the lack of training of these learners as well as the skills they need to be able to use dictionaries effectively. None of these studies has investigated whether, and in what ways, using dictionaries (either bilingual or monolingual) contributes negatively or positively to second language learning.

2.4.3. Studies of dictionary use by Saudi learners of English as a Foreign Language

Scrutinising the literature reveals that all of the studies that have been conducted on Saudi learners have focused on the type of dictionary used and the skills needed by these learners to deal with dictionaries. Some studies that have investigated the type of dictionary that Saudi learners tend to consult when doing their tasks show that

Saudi learners lack the skills to use dictionaries effectively (Alhysony, 2011; Al-Darayseh, 2013; Hamouda, 2013; Alhaisoni, 2014). Other studies, however, have paid attention to the use of electronic and computerised dictionaries which many Saudi learners find more efficient than printed ones. Studies also confirm that Saudi students generally prefer to use an electronic dictionary, more particularly a bilingual one, because they are easy to carry and fast to search (Al-Jarf, 1999; Al-Kahtani, 2008). Other studies (for example, Alsweed, 2000; Al-Fuhaid, 2004; Almuzainy, 2005; Bahanshal, 2015) which have been conducted on Saudi students have investigated strategies for vocabulary learning and the researchers only briefly mention dictionary use as a strategy for vocabulary learning.

In her 2008 study, Al-Kahtani investigated the effect of computerised bilingual dictionaries on female Saudi students' incidental vocabulary learning. The research revealed that printed dictionaries did not play any significant role in incidental vocabulary learning. However, the use of computerised dictionaries when writing likely contributed to the acquisition by these learners of incidental vocabulary. Alhysony (2011), in her study on 132 female Saudi university students, reported that her participants tended to use bilingual English/Arabic dictionaries more frequently than other types. The researcher added that the participants preferred to use electronic dictionaries. Along the same lines, Hamouda (2013) recruited 124 university students to complete a questionnaire to uncover the dictionary use of Saudi EFL students. This study revealed that the Saudi learners rarely used a monolingual dictionary. These findings are in line with other studies discussed earlier, including those of Alhysony (2011), Baxter (1980) and Battenburg (1989). Moreover, Saudi learners, as found by Alhysony, tend to use electronic dictionaries more than other dictionaries just to find the meaning of words and not for pronunciation or other tasks.

In order to shed light on the difficulties, uses, and the type of dictionary used by Saudi students, Al-Darayseh (2013) examined 60 Saudi university students who were majoring in English. This study revealed that Saudi students tended to use dictionaries to find the meaning of words as their first aim, and then to check spelling. This confirms the study of Hamouda (2013) who reached the same conclusion. Additionally, Al-Darayseh, asserts that Saudi learners were inclined to use electronic dictionaries, more particularly bilingual ones, than other types. These results are similar to those reported by Alhysony (2011) and Hamouda (2013). More recently, Alhaisoni (2014) investigated Saudi EFL students' strategies for using dictionaries and found that university students tended to use dictionaries more than high school students. Moreover, the researcher found that variables such as level of education and major play an essential role in how and when dictionaries are used.

2.5. Gaps in the previous literature

Surveying the literature shows that there are some gaps in the research on the role of bilingual dictionaries in second language acquisition. These will be addressed in the current study. The gaps can be classified according to the methods that have been applied by researchers to collect data as well as the setting or the context in which the data were obtained - two important elements in any research. Therefore, this research will address these gaps from different perspectives. Firstly, while most of the previous studies have made use of quantitative methods, more particularly using a questionnaire to obtain data, this study will employ a purely qualitative method which will take advantage of semi-structured in-depth interviews to generate new insights from the participants' point of view. Secondly, this study is considered to be one of the few studies to conduct an experiment and an interview with the same participants, a combination which will play an important role in the authenticity of

the data collected. Thirdly, most of the previous studies were conducted in countries which belong to 'the expanding circle' where, according to Kachru (1985), most teachers are non-native speakers of English and the language for everyday and official communication is not English. However, the present study is conducted in a context (Australia) where learners are typically studying with instructors who are native speakers of English and the language of instruction is English. Fourthly, in this study the group of participants will include both males and females who plan to study different majors in order to add more strength to the diversity of the data collected which, it is assumed, will vary according to the gender and background of the participants. Most existing studies of Saudi English language learners include either male or female participants (but not both) studying in one particular academic discipline while this study will involve both in one single study for better understanding from both genders of how they perceive the role of bilingual dictionary use in second language learning.

2.6.   Conclusion

The use of dictionaries when learning a second language has been the subject of much previous research and it can be categorised as a learning strategy, and more particularly a vocabulary learning strategy. The literature clearly states that the use of dictionaries in second language learning is essential, yet the opinions of researchers differ on whether or not using bilingual or monolingual dictionaries can impact second language learners' learning and in what ways. As such, the current study will try to shed light on how Saudi students perceive the role of bilingual dictionaries in second language learning. It will focus on participants who are currently learning outside their own country. Moreover, it will be conducted in light of previous studies by taking into account the various areas that need more investigation, that is,

comprehension, production, vocabulary learning and word retention, by having the participants complete a task followed by an in-depth interview which will make this current study insightful for future researchers and provide better understanding of this issue.

Chapter 3: Methodology

3.1. Introduction and the purpose of the study

This chapter sets out the theoretical blueprint for the research methodologies as well as the methods that were implemented in order to investigate the questions of the current study. The chapter begins with a discussion of the research method which underpins this study and the rationale for the choice. Ethical considerations that apply to this study will then be presented. Details of the participants and their demographic information will be provided. Next, the setting for the experiment and the interview will be explained followed by details of the data collection procedures and the approach to data analysis. Finally, issues of reliability and validity as they relate to the design of this study will be discussed.

3.2. A view of the qualitative research paradigm

It is essential to consider here the basic premise of the qualitative research paradigm. The concept of a paradigm is, according to Guba and Lincoln (1994), 'the basic belief system or worldview that guides the investigator, not only in choice of method but in ontologically and epistemologically fundamental ways' (p. 105). In other words, paradigm refers to any systematic utilisation of thought for the undertaking of any research procedure (Krauss, 2005). These paradigms are interrelated by the views researchers hold about the real existence of certain notions (ontology), the questions they postulate about how this or that person arrives at a notion (epistemology), and finally, strategies and procedures they implement to make this notion or reality obtainable (methodology) (Guba and Lincoln, 1994). Krauss (2005) states that in order for researchers to select which type of research methodology to

apply, either qualitative or quantitative, establishing the epistemological view in advance is essential.

When comparing quantitative and qualitative methods, it is important to indicate how both approaches deal with certain phenomena. According to Collins (2010), facts are considered to be the primary element for the epistemological concept of quantitative research and the element to which the researcher can apply certain calculations, statistics and measurements in order to infer evidence to support their hypothesis. Qualitative research, on the other hand, is primarily constructed on the view that knowledge is the result of one's interpretation of facts. Therefore, it is essential to obtain data that cover the beliefs, thoughts, understandings and values of people. In turn, the interpretation of the data leads to answering the questions that have been posed. Hence, in order to embark on any study, it is crucial to decide which research design is suitable for the study because a systematic plan must be worked out which decides on elements such as who will help to collect the data, when and where to collect it, and how it will be analysed.

Reflecting on the previous theoretical framework paradigms, the current study aims to investigate and discover how the use of monolingual and bilingual dictionaries can influence second language learning both inside and outside the classroom. An applied research approach is suitable for use in any classroom setting which indicates that any real performance is a socially relevant phenomenon (Denzin & Lincoln, 2005). Qualitative methodology was selected for the current study since the environment of the task that participants would complete resembled real classroom activities. The main rationale behind selecting this method was that it would provide the researcher with comprehensive details to help uncover the factors that influence Saudi learners of English as a foreign language to use bilingual dictionaries.

Moreover, using qualitative research in this study allowed the researcher to obtain new perspectives and provided in-depth descriptions of the participants' backgrounds and their experiences which added more insight to this study. Thus, it would be possible to elaborate on the questions of this study because they were not fixed like those of quantitative studies.

The aim of this study was to examine how the use of bilingual dictionaries inside and outside classrooms might influence the outcomes of Saudi learners. Without question, qualitative research was considered to be the most appropriate method to use to trace the unique and essential answers which are part of the untested area (the belief) and tested area (culture and background) and this will make such a difference in this investigation. According to Dörnyei (2007), the use of qualitative research is the most appropriate and useful way for the researcher to obtain data from the participants' viewpoint and make new contributions to the body of knowledge. Additionally, according to Creswell (2012), qualitative methods provide the researcher with the means to obtain an in-depth understanding and explanation of the issue under investigation. Therefore, using a qualitative approach, more particularly using an interview, was appropriate in this study to investigate in depth how the use of bilingual dictionaries affects learning as perceived by Saudi ESL students in Australia.

3.3. Ethical considerations

Before conducting the current study, the researcher applied for and obtained ethics approval from the Human Research Ethics Committee at Macquarie University (see Appendix 1). The researcher took steps to ensure that participants' consent to participate was both informed and voluntarily given, and to ensure the protection of their identity. As a starting point, the researcher contacted the coordinator of the

English Program at MELC to explain the project. Later, after ethics approval was obtained, the researcher contacted the Head of the MELC in order to obtain permission to approach students there to explain the project, and to give students a form that briefly explained the aim of the study and provided the contact details of the researcher. Other students at the university were approached in groups using email with the documents attached which briefly introduced the current study. A leaflet was provided to those who expressed an interest in participating to give information about the study in both English and Arabic. The contact details of the investigator and supervisor were also supplied in the leaflet. Participants were assured that during the data collection procedure, pseudonyms would be substituted for their real names in order to protect their confidentiality. Moreover, participants were given ample time to read and to think about the information before deciding if they would like to participate. They were told that even if they wanted to participate and they changed their mind and wanted to withdraw from this study they were free to do so at any time without any consequences. Those who wished to participate were provided with a consent form (see Appendix 2) so that they could read about and understand the details of the study and then sign if they wished to continue.

3.4. Participants

Four male and six female Saudi students, who were studying at Macquarie University or at the University English Language Centre (MELC), were recruited for this study. This number of participants is appropriate for this study as Dörnyei (2007) suggests that in a qualitative study, six to ten participants to be interviewed is advantageous (see Table 3.1 for illustration).

Table 3.1 Demographics of the participants in this study

Names (Pseudonym)	Age	Gender	Native language	Time spent learning English in Saudi Arabia	Time spent learning English in Australia
Nadia	26	Female	Arabic	6 years	1 year
Nisreen	23	Female	Arabic	6 years	2 years
Sameerah	30	Female	Arabic	6 years	2 years
Malak	30	Female	Arabic	8 years	2 years
Amerah	33	Female	Arabic	9 years	3 years
Ahmad	23	Male	Arabic	6 years	9 months
Zahir	23	Male	Arabic	6 years	9 months
Osama	19	Male	Arabic	6 years	9 months
Asim	24	Male	Arabic	6 years	2 years
Amal	26	Female	Arabic	6 years	2 years

It is essential to mention that the rationale for choosing this number of participants was that it helped the researcher obtain in-depth responses from them. Having more than this number of participants may have caused unwieldiness in data collection. According to Mackey and Gass (2013), a small sample of participants makes the data easier to obtain and easier for the researcher to interpret. Furthermore, this group of participants came from one country and had been exposed to the same level and the same number of years learning English at intermediate and secondary school (six years in total). Two of the participants (Malak and Amerah) had studied English in Saudi Arabia for an additional two years and three years respectively after secondary level.

3.5. Setting

The choice of setting is important in any study. For this reason, the pods at the university library were considered to be a comfortable place to conduct the experiment because they are designed for group study in an academic environment. This enabled the researcher as well as the participants to have the sense of a real test

of language and gave the experiment an authentic environment. For the interview, the setting was important and, as such, it was essential to have a comfortable room conveniently located. For this, the office of the researcher was considered appropriate because it is a very quiet place.

3.6. Data collection

As noted above, the current study made use of a qualitative approach for data collection. Two methods were utilised to obtain data – an experiment and an in-depth semi-structured interview. The researcher organised with the participants to be available at two different times on the same day. This was important so that the participants would have good recall of the experiment they had been exposed to earlier in the day.

3.6.1. The experiment

In this phase, each group member was examined on two different assigned days, one for male participants and the other for the female ones, for less time expenditure. For the experiment there was a four-page paper for each participant. On the first page were brief instructions and the time assigned (35 minutes). In addition, the researcher explained everything to the participants verbally. The other three pages included a reading passage which contained low frequency words, and then the last two pages involved three different tasks for the participants to complete (see Appendix 3). The first task aimed to test comprehension as well as production, so the participants were asked to write a short summary of no more than 150 words about the main idea of the passage they read. The second task was to write the definition of six low frequency words which were mentioned in the passage. This was to find out which dictionary they would use for this task. The third task was to define another six low

frequency phrases in their mother tongue according to the context of these phrases. This task was based on a similar task applied by Laufer (1993) in which participants were asked to use their mother tongue to translate low frequency words. The aim was to see which dictionary they would use, whether the selected dictionary would help them to do this task, and how the dictionary would influence their approach to the task and their responses.

In the experiment, two types of dictionary were provided for participants to use. These included a bilingual English/Arabic dictionary, namely Baydoun's Student's Dictionary (2013), and a monolingual English/English dictionary, namely the Macquarie Essential Dictionary, 5th edition (2010). In addition, participants were advised that they could use any other dictionary, including the dictionary functions on their phones while doing this task. The rationale for this was to provide participants with an open choice so that they could complete the task at hand and to follow their accustomed practices as far as dictionary use was concerned. Pens and pencils were provided by the researcher for this experiment. Participants were asked to complete the task individually. To ensure that participants completed the task on their own, the process was monitored by the researcher who observed and made notes of participants' dictionary usage patterns while completing the task..

3.6.2. Semi-structured interview

When there is a demand for in-depth concepts and meanings that are considered insightful for the researcher, the choice of face-to-face interview is appropriate (Gillham, 2000; Ritchie & Lewis, 2003). An interview is necessary, particularly when dealing with second language learning in which the learner's point of view as well as their own experience of learning are considered to be the cornerstone for the researcher (Yan & Horwitz, 2008). For these reasons, it was decided to use semi-

structured interviews in the current study in order to obtain direct and raw data from the learners' perspective and to discover their view of the role of bilingual dictionaries in their learning. Interviewing the participants allowed them to clarify, expand upon and to justify their responses and also allowed them to explain what they thought about using bilingual dictionaries in second language learning.

The setting for this interview was the office of the researcher in order to give the participants a private and quiet environment and also to obtain clear data without any interruptions. On the first day, the female participants were interviewed individually. Each participant was interviewed for 25 minutes and they were asked to answer some questions (see Appendix 4) which were designed and classified according to the purpose of the current study. There were 14 questions which were divided into three categories. The first three questions aimed to obtain some background of participants' years of learning and living in Australia and to tell their experience of studying in Saudi Arabia and in Australia. The next five questions were designed to elicit participants' responses related to the tasks they had done. This included the type of dictionary they used, any difficulties they had encountered using the dictionary, whether or not they still remembered some of the new words from the task, and which dictionary or dictionaries they had found most beneficial in completing the various elements of the task. After that, six questions were asked to obtain experience-based data about using dictionaries in language learning. These questions focused on how participants habitually use dictionaries and they were asked in order to gain a picture of their pattern of dictionary use when engaging in a range of activities in their second language learning.

It is important to mention here that the language used in the interview was the mother tongue of the participants and the researcher, Arabic. It was chosen because it

allowed the participants to speak confidently, clearly and spontaneously in the interview, and to offer nuanced responses to the interview questions. The researcher then translated the whole interview into English. It is worth mentioning here that the researcher did not express views on the negative or positive influence of using bilingual dictionaries in second language learning in order to let the participants express their personal points of view.

3.7.   Data analysis

As has been stated, the purpose of the current investigation was to uncover how Saudi students perceived the role of using bilingual dictionaries in second language learning. As such, the researcher recorded the participants' interviews, conducted in Arabic, and these original recordings were then transcribed and translated into English for the purpose of the study. The participants' responses were categorised according to each question of the interview. The content of each interview was then analysed, and thematic categories and coding were implemented in order to find a consensus among participants about one or other points.

Concerning the reading comprehension task, the researcher took time to examine and analyse the responses of the participants and then compare their responses in the interview in order to have more tangible evidence of where problems might arise.

To analyse the summary of the main idea of the passage, the researcher used the ESL Composition Profile of Jacob et al. (1981) to evaluate the participants' writing production. In this Profile, Jacob et al. proposed five criteria for a holistic evaluation of composition - content, organisation, vocabulary, language use and mechanics. However, because in this experiment the researcher was only concerned about a

summary of the main idea in a 150-word paragraph, the criterion used was the content evaluation divided according to the ESL Profile as follows:

30 – 27 <u>EXCELLENT TO VERY GOOD</u>: Knowledgeable. Substantive. Thorough development of thesis. Relevant to the assigned topic.

26 – 22 <u>GOOD TO AVERAGE</u>: Some knowledge of subject. Adequate range. Limited development of thesis. Mostly relevant topic but lacks details.

21 – 17 <u>FAIR TO POOR</u>: Limited knowledge of subject. Little substance. Inadequate development of topic.

16 – 13 <u>VERY POOR</u>: Does not show knowledge of subject. Non-substantive. Not pertinent OR not enough to evaluate.

The rationale for choosing only the content criterion was based on the aim of this experiment which was not to evaluate the writing of the students, but to evaluate their comprehension as well as the production of the main idea of the passage they read using a dictionary to help them. In other words, the researcher's main aim was to find out how the type of the dictionary chosen facilitated or hindered the comprehension as well as the production of the main idea without neglecting, in the meanwhile, participants' language proficiency which can have an influence on comprehension and production.

3.8. Substantiating trustworthiness

In qualitative studies, four factors are considered necessary for trustworthiness goal - internal validity (credibility), external validity (transferability), dependability, and confirmability (McKay, 2006). Taking these elements into account, this current study was built on elements such as triangulation, detailed description, peer checking, and

member checking. The concept of triangulation, according to Johnson and Christensen (2010), is essential to relate a variety of similarities as well as differences to various sources which in turn consolidates the validity of the current study in relation to others. To execute this, the responses of the participants as well as the findings of this study were compared to the findings of previous studies for better understanding of the current issue of the study. To illustrate, students were asked about the type of dictionary they used in the task and they were observed to see what they chose when competing the task without depending on self-reporting. Detailed descriptions were provided as an element of external validity and to contribute to identifying transferability by other researchers (Johnson & Christensen, 2010). Peer checking, on the other hand, relates to the code-ability of the researcher's procedures and plans in comparison to other colleagues within the same domain. Various justifications and explanations were mentioned about the rationale of using these schemes which, according to Dörnyei (2007), are essential to enhance the credibility of a study's results. In addition, member checking has been tackled in regard to the participants' responses which are considered the source for this study and this reciprocal act was done to ensure the accuracy of data interpretation (Dörnyei, 2007).

The current study is a qualitative one and this entailed uncovering the participants' perceptions and beliefs about the use of bilingual dictionaries in their language learning. Consequently, it was essential to ascertain the views of the participants of this study to obtain authentic outcomes. The participants were provided with a full transcription of their verbal responses in the interview so they could scrutinise them and comment if the interpretation reflected their real and intended views. This provided an opportunity to make amendments where necessary. As a final remark,

confirmability was assured in this research by aligning the findings of this study to

the thorough list of references examined to consolidate the current findings.
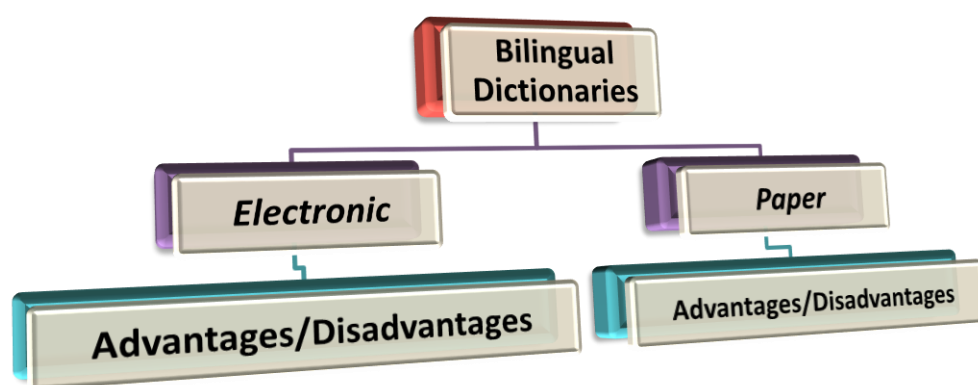
Chapter 4: Results and Discussion

4.1.   Introduction

The main purpose of the current study was to investigate Saudi students' perception of the role of bilingual dictionary use in second language learning. More particularly, this study aimed to find out what the participants think about the influence of bilingual dictionaries on second language learning. In order to investigate this topic, ten Saudi male and female students currently enrolled at the university language centre or already studying postgraduate courses in various departments were recruited. The data for this study were collected using two procedures – completion of a task followed by a one-on-one semi-structured interview. The results of this study are divided into three sections. The first section covers the findings for the main research questions of the current study including the participants' views on and perception of the role of bilingual dictionaries in their learning. The second section reports on the participants' outcomes for the written task they completed and examines these in relation to their comments in the interview about the role bilingual dictionaries play in comprehension and production. In addition, the researcher's observations while the participants were completing the task will be presented. The third section focuses on the participants' perspectives on and experience of using a monolingual dictionary as an alternative tool to overcome some of the defects and deficits of bilingual dictionaries. The final section presents a discussion of the key findings of the study in light of relevant literature.

4.2. The role of bilingual dictionary use in second language learning

Data analysis was undertaken to find out the role of bilingual dictionaries in second language learning from the perspective of the Saudi participants. The findings

obtained from the participants from the experiment and the interviews identified

many issues which are considered potentially insightful in regard to the contribution

of bilingual dictionaries in second language learning. The results are presented

broadly and they are classified into the advantages and disadvantages of using

bilingual dictionaries (both electronic and paper varieties) when learning English as a

foreign language. Figure 4.1 illustrates how the reporting of the findings will be

structured.

Figure 4.1. Types of bilingual dictionaries

4.2.1. Advantages of using an electronic bilingual dictionary

Analysis of the data revealed a variety of positive attributes that participants

experienced in their learning of English as a result of consulting electronic bilingual

dictionaries. These advantages can be classified into three broad groups - the average

time spent checking words, the effort taken to find meanings, and hearing the

pronunciation. The following figure illustrates the responses of the ten participants

about the advantages of consulting an electronic bilingual dictionary.

Advantages of consulting a bilingual electronic dictionary revealed by participants

- Time-saving
- Easy access
- Pronunciation

Figure 4.2. Advantages of consulting a bilingual electronic dictionary as perceived by the participants

Time-saving

One of the advantages of consulting electronic bilingual dictionaries reported by the participants of the current study was in the short amount of time they spent checking the meaning of new words. This positive aspect was reported by most of the participants (n=7 out of a total of ten). Some of their responses are presented below for illustration.

It is fast to check for new words in an English/Arabic dictionary, especially an electronic one. (Nadia)

I used an electronic dictionary to find the word quickly. (Sameerah)

I use an electronic one because this sort of dictionary helps me … it only takes a few seconds to check words. (Zahir)

Easy access

Data obtained from the participants indicate that they prefer to use an electronic bilingual dictionary because it requires less effort to find what they are looking for. This advantageous feature was referred to by the majority of the participants (n=6), and some of their comments are presented below.

I used an electronic E/A to be specific because it was easy to find the meaning. (Sameerah)

An E/A electronic dictionary is useful for those who do not want to learn English. They can just check the meanings of words easily. (Asim)

I always look at the Arabic translation in the electronic dictionary before the English one because it is easier. (Amerah)

Pronunciation

In addition to the advantages mentioned above, some participants (n=4) added that using an electronic bilingual dictionary is beneficial since an added feature is that they are able to hear the pronunciation. This feature, according to participants' comments below, is perceived as helpful to learn the correct pronunciation of English words.

If it is a paper one … I will guess the pronunciation. But the electronic ones are equipped with a voice feature for pronunciation. (Nisreen)

No, unless it is electronic which has a voice feature; but this is not available in paper ones. (Malak)

E/E dictionaries, especially electronic ones, or E/A dictionaries even have this feature. Concerning E/A paper ones, I think they don't have such a feature. (Asim)

4.2.2. Advantages of consulting a paper bilingual dictionary

Some benefits of consulting a paper bilingual dictionary were also found in the data gathered from the participants of the current study. The participants mentioned several benefits of consulting a bilingual paper dictionary and these benefits are classified according to whether they are useful for understanding or useful for beginners, as illustrated in Figure 4.3.below.

Figure 4.3. Benefits of consulting a bilingual paper dictionary for participants

To understand the meaning of words

One of the findings of this study indicated that consulting a bilingual dictionary (paper) is advantageous for understanding key words in texts. This fact was mentioned by most of the participants during the interview (n=9). Some of their responses are mentioned below for elaboration.

I used an E/A one because it helps me to understand the meaning of a word. (Nisreen)

Sometimes if the key word is translated properly, this will lead to understanding the whole idea. (Malak)

I used an E/A dictionary when I came across words that I did not understand. (Amerah)

Useful for beginners

The second advantage of using a bilingual paper dictionary pointed out by the participants is that these dictionaries meet the needs of beginner learners of the language. Most of the participants (n=9) in this study revealed that they had used a bilingual dictionary at an earlier stage in their learning and they would also recommend it for beginners to use. The statements mentioned below illustrate how Saudi students perceive the role and the benefits of bilingual dictionaries for beginners.

An E/A dictionary is useful to start with to find out the meaning, but later an E/E is essential to learn. (Nadia)

However, for beginners in language, they need to use an E/A dictionary to get a sense of how to use the dictionary properly. (Sameerah)

I would recommend an English/Arabic dictionary for beginners because students would not be able to deal with a pure English/English dictionary at this level. (Zahir)

I would recommend that E/A ones be used at the beginning because the English/English ones for beginners will be a bit difficult. (Ahmed)

4.2.3. Disadvantages of consulting paper and electronic bilingual dictionaries

A variety of disadvantages were pointed out by the participants in regard to dealing with bilingual dictionaries, both paper and electronic ones. These disadvantages are classified as not providing the exact contextual meaning, not facilitating word retention, and being a misleading tool. Figure 4.4 illustrates the number of participants according to each category.

Figure 4.4. Some disadvantages of consulting a bilingual dictionary (paper and electronic) revealed by participants

Not providing the exact contextual meaning

The most noticeable negative aspect that participants reported when working with bilingual dictionaries is that such dictionaries do not provide them with the exact contextual meaning. As such, they often find themselves not understanding the contextual meaning of the English text which leads to misunderstanding in most cases. This was noticed by all of the participants (n=10). The following excerpts

from some of the participants' interviews show how bilingual dictionaries meanings are different from the English contextual ones.

Personally, I didn't find the exact meaning in the E/A dictionary. (Nisreen)

Actually, I do not trust E/A dictionaries so I prefer to check other E/E dictionaries, such as Oxford, to check if the meaning is the one I need to know because E/A dictionaries are not helpful in giving the exact meaning I need. (Sameerah)

I can tell you that I don't trust E/A dictionaries because they don't provide me with the exact meaning that fits the context. (Amerah)

Word retention

Long term recall of vocabulary items is an important element of learning any language. Throughout the interviews conducted in this study, most of the participants expressed the belief that consulting bilingual dictionaries (paper or electronic ones) does not help them to retain words and they tend to forget words that they look up immediately after finding out their meanings. This phenomenon was mentioned by most of the participants in the study (n=8). Some illustrative quotes are presented below.

Personally I find that E/A dictionaries are a bit confusing ... and I forget the words easily because I pick the meaning and focus on the Arabic equivalent and forget about the English words. (Nadia)

I believe that the E/A dictionary doesn't help me to retain the words for a long time. I just get the meaning and later I forget the exact word. (Nisreen)

... an E/A dictionary because the mother tongue will trigger them to look at the Arabic equivalent and to forget the English one. (Amerah)

Misleading

The third negative factor associated with consulting bilingual dictionaries as revealed by the participants was the belief that these dictionaries are misleading. This view was expressed by most of the participants in this study (n=7). They said that when they use a bilingual dictionary they feel they are being misled because of different meanings that sometimes do not fit the target language context. What emerges from the data obtained from the participants indicate that when they look up a meaning in an English/Arabic dictionary, they encounter some meanings which do not have the same meaning as the one in the relevant context since most bilingual dictionaries do not provide all equivalents, or in some cases the Arabic translation in these bilingual dictionaries are difficult to understand, especially for beginners. The following statements by participants show how they have experienced this issue.

When I was a beginner I relied on an E/A dictionary, but later I found it misleading, especially when I became more advanced in the language and when I read the whole context. (Sameerah)

Sometimes E/A dictionaries mislead you and cause some confusion by providing a different meaning. (Malak)

I can check the word uses in the E/E version to double check because the Arabic equivalent might mislead me or sometimes cause confusion in meaning. (Amerah)

4.3. Dictionary use and comprehension and production task performance

4.3.1. Summary of the main idea

In this section, the findings based on the task completed by the participants as well as the notes that were taken by the researcher will be discussed. The type of task they were required to complete was a summary of the main idea of the passage (see

Section 3.6.1, p.46). It was observed that some of the participants used only a bilingual dictionary while others relied only on a monolingual one. This observation was confirmed later in the interview. As such, it was found that most of the better summarising as well as identifying the main idea of the reading passage was done by the learners who consulted a monolingual dictionary rather than by those who used a bilingual one. Analysis of the participants' summaries of the main idea revealed that those who consulted a bilingual dictionary (n=3) scored poorly because they did not identify the main idea of the passage. On the other hand, the scores of the rest of the participants (n=7) who consulted a monolingual dictionary while completing the task ranged from fair to very good and they showed their understanding of what they had read by identifying the main idea of the passage in their summary. Figure 4.5 shows the two groups of participants divided according to the type of dictionary they used.

Figure 4.5. The type of dictionary used by participants to deal with the task

Group 1 who consulted a bilingual dictionary

The following are the summaries of the main idea of the passage written by Group 1.

The topic talk about good health and provide some example in United State. Some

people do not care about health proplems which is affect people, specially older and

children. Some people put something in water or food so dirty ... . (Nadia)

At the moment the a illagel to kill should be directly by a gun or knife. (Amal)

There some ways people use it kill other people, and some country do it like Greek

origin ... The ways that people use a dangres injection and ... (Nisreen)

Group 2 who consulted a monolingual dictionary

In contrast with the main idea summaries written by those in Group one, participants

in Group 2 (n=7) clearly indicate that they understood the main theme of the passage

as well as the various meanings of words used in the context. The following extracts

from participants' summaries are presented as examples.

This passage discuss the social and ethical issue that about euthanasia. There are

two opinions about this issue. First team supports the idea that because they are

belived of the idea of mercy, while other they belive this is kind of killing ...

(Sameerah)

The princeple idea of this passage was about euthanasia issue. The passage shows

some ethical and legal sides of the above concern. A good death has diffrent or

various thoughs among public and professionl workers. Thus, euthanasia will be a

contervasial problems ... (Malak)

This article discusses the growing number of people dying a result of euthanasia.

These issues are mainly because some nursing homes or relatives are not willing to

continue with medical treatments or taking care of their ills became burden to them.

Thus, nursing home or relatives decides to take the life of that person ... (Asim)

4.3.2. Dictionary use and comprehension and production task performance (providing a definition)

Analysis of the second part of the task, which asked participants to provide the English definition of six English words, shows that those who consulted a bilingual dictionary did not perform as well as the other group who used a monolingual one. A maximum of three words were defined by those who consulted a bilingual dictionary (n=4); on the other hand, those who consulted a monolingual dictionary (n=6) defined at least three words as a minimum and all six words as a maximum. The following samples of definitions from both of the groups are provided for illustration.

Definitions given by participants who consulted a bilingual dictionary

Euthanasia: *killing slowly* Perpetrator: *crimanel* Ravage: *detroy (Nadia)*

Euthanasia: *simple death* Ravage: *something like dameg (Nisreen)*

Euthanasia: *good death* Insidious: *serious* Perpetrator: *record (Amerah)*

Definitions given by participants who consulted a monolingual dictionary

Passive means: *kill people by withdrawing life sustaining treatment, food or drink (Sameerah)*

Euthanasia: *kill people who suffering from medical issues for reason of mercy (Sameerah)*

Insidious: *enter into a coma gradually (Sameerah)*

Perpetrator: *someone how has committed a crime (Malak)*

Ravage: *cause severe or damage (Malak)*

Euthanasia: *killing someone to put an end to their suffering (Asim)*

Perpetrator: *the one who deliberately comits the killing (Asim)*

4.3.3. Dictionary use and comprehension and production task performance (providing Arabic contextual meanings for English phrases)

In the last part of the task, the participants were required to provide the exact Arabic meaning for five English phrases that were in bold and italicised in the passage to help them provide the meaning according to the context (see Appendix 3). Analysis of the students' responses revealed that some of them could not provide any meaning (n=3), some provided the meaning for only two phrases (n= 4), two of them provided the meaning for only one word, and only one participant could provide the meaning for a maximum of three words. The following figure shows the Arabic contextual meanings provided for the five English words by a particular number of participants.

Figure 4.6. The number of Arabic contextual equivalents provided by participants

4.4. Participants' perception of the use of a monolingual dictionary as a learning tool

While doing the experiment and conducting the interviews, it was observed and discovered that most of the participants preferred to use a monolingual dictionary and that they had tended to shift (according to their comments) from a bilingual dictionary to a monolingual one later in their learning journey. Moreover, it was found that they would recommend that all learners use a monolingual dictionary for better improvement in learning. Most of the Saudi students who participated in this study preferred to consult a monolingual dictionary because they found this type of dictionary to be beneficial in providing contextual examples and exact meanings of words, and for aiding word retention, improving learning, and thinking in the target language. The following figure illustrates participants' views on the advantages of consulting a monolingual dictionary.

Figure 4.7. Benefits of consulting a monolingual dictionary revealed by participants

Examples

One of the most important benefits noted by all of the participants (n=10) in this study is that a monolingual dictionary is essential for providing examples in context which helps them to understand the various choices for the word they need to know. Some of the participants' comments are provided for illustration.

I find an E/E dictionary easier to consult because of the examples provided. (Nisreen)

So an E/E dictionary is the best choice for me because it is full of various examples, synonyms, and contexts ... . (Sameerah)

I used an E/E dictionary because these dictionaries have many examples which clarify the meaning for me. (Zahir)

Word retention

In contrast to what was found about bilingual dictionaries, the findings show that monolingual dictionaries are beneficial for word retention. Most of the participants (n=7) pointed out that a monolingual dictionary helps them to remember words for a long time. Samples of their responses are provided below for clarification.

I used an E/E dictionary and that is why I still remember the words. (Nisreen)

... and the effort expended reading about the word will make it easy to remember the word and its meaning. (Amerah)

E/E ones because of the condensed examples and the various definitions and the effort it takes so this will help me to remember the word. We will always benefit from things we put effort into. (Ahmad)

E/E dictionaries because they provide examples which contain words I know so this enhances my revision of words I have learnt previously and helps me learn the new words and remember them.' (Amal)

Exact meaning

Another benefit of consulting a monolingual dictionary revealed by these participants is that it provides the exact contextual meaning of words. Most of the participants in this study (n=7) pointed out this advantage. The following comments by the participants are provided for illustration.

I changed to using an E/E dictionary which provides an accurate definition and examples for better understanding. (Malak)

I used an E/E dictionary because it was easy for me to find the word and its exact meaning and I always use an E/E. (Ahmad)

I consult an E/E dictionary for a better and more exact meaning and also to double check. (Amal)

Improved learning

The findings of this study also show that most of the participants experienced an improvement in their language learning using monolingual dictionaries. Most of the participants (n=7) also pointed out that monolingual dictionaries are equipped with some features that help them understand the second language better. The participants' comments are mentioned below for elucidation.

I would recommend that they should use an E/E dictionary in order to learn all aspects of the language... if they are exposed to an E/A dictionary they will remain at

the same level and they will not progress because they will keep thinking in Arabic

… . (Osama)

In addition, the more we read an E/E dictionary, the more new words we acquire

and thus improve our language. (Ahmad)

I would advise them to use an E/E dictionary only because as they check words and

their definitions and the examples provided, their language will improve very

quickly. (Amal)

Thinking in English

The last benefit revealed by the Saudi students in regard to consulting monolingual

dictionaries is that this type of dictionary directs learners' attention to the target

language. The majority of participants in this study (n=6) pointed out that using a

monolingual dictionary helps them to think and become immersed in the real use of

the second language. This is illustrated by the following comments:

E/E dictionaries are efficient in helping learners improve their language very quickly

and they help them to think in English. (Amerah)

They should be immersed so they should use only an E/E and stay away from E/A

dictionaries because these dictionaries do not assist in learning. (Osama)

An E/E dictionary will provide them with various definitions, a variety of examples

… consequently, they will be immersed in the language and learn many skills rather

than just words … . (Zahir)

It is essential to use an E/E dictionary; as you know, language is a cultural thing and

in order to understand that culture we need to be immersed in it and E/E dictionaries

give learners this opportunity ... they should use E/E to think in the target language. (Asim)

4.5. Discussion of the findings

4.5.1. Discussion of the results about advantages and disadvantages

As reported above, the responses of participants about the advantages of using an electronic bilingual dictionary indicate that *time* is important when checking the meaning of a word in a dictionary. This was observed while completing some parts of the task because the participants were provided with both a monolingual paper dictionary as well as a bilingual paper one to complete the task. However, it was noted that some of the participants were inclined to use the bilingual dictionary, especially the electronic one, because it requires, as Zahir mentioned, 'only … a few seconds …' to find a word. This feature of being fast to consult triggered the participants to use them because of the time limit assigned for the task, as some of them reported in the interview. The time advantage of electronic bilingual dictionary use is in line with the findings of Al-Jarf (1999) and Al-Kahtani (2008) – that Saudi students tend to consult bilingual electronic dictionaries because they can quickly find the meaning of words. Liu and Lin (2011) also reached the same conclusion, that electronic dictionaries are preferred by students because they spend less time searching these dictionaries than searching in a paper dictionary.

Moreover, the participants reported that electronic bilingual dictionaries were beneficial for them since *less effort* is required. Interestingly, this preference is not confined only to *learners* of English; but as Asim observed, 'an electronic dictionary is useful for those who do not want to learn English'. In other words, consulting this sort of dictionary does not require any skill and it is easy to find words, even for

those who need to know the meaning of certain English-labelled products such as goods, medicines or machine parts. Another factor which motivates learners to use electronic bilingual dictionaries is the feature of being able to find a word by searching using the mother tongue (Arabic) as a key word. This fact was mentioned by Amerah, one of the participants: 'I always look at the Arabic translation in the electronic dictionary before checking the English one because it is easier'. This advantage of needing less effort was seen in Al-Jarf's (1999) study which found that electronic dictionaries are popular among Saudi students because they are easy to consult. She also added that this type of dictionary provides the Arabic translation and other features which require less effort and less time to check.

Pronunciation was reported to be the third advantage of using electronic bilingual dictionaries, a feature that is not available in most paper bilingual dictionaries. Listening to voice pronunciation makes it easy for learners to obtain the correct pronunciation rather than guessing it from a paper bilingual dictionary as reported by some of the participants. The findings of the present study are in line with the findings of Noor and Mustaffa (2014) who pointed out that Iraqi students prefer to consult a bilingual electronic dictionary for meaning and pronunciation.

It was reported that using a paper bilingual dictionary can help learners to understand the *meaning of the key words* in the texts they encounter. This shows that where understanding the key words is possible from the Arabic equivalents available in a bilingual dictionary, this can help to make the text comprehensible. This benefit was found by El-Sayed and Siddiek (2013) who pointed out that when consulting a bilingual dictionary, students can make use of equivalent terms given in their mother tongue to help them understand texts in the second language.

In addition, most of the participants of this study revealed that they consider bilingual dictionaries very helpful for learners to use at the *beginning* of their study in order to help them get to know how to access meanings, how to use dictionaries in general, and as a stepping stone to using a monolingual dictionary in later stages of learning. For example, Nadia reported that 'an E/A dictionary is useful to start with to find out the meaning, but later an E/E is essential to learn'. Most of the participants considered consultation of a bilingual dictionary a good tool to alleviate the stress of dealing with new second language vocabulary, especially for beginning learners as pointed out by Ahmad, Sameerah, Zahir and others. This fact was pointed out in the empirical study of Bensoussan et al. (1984), who found that a bilingual dictionary is suitable for students with low-proficiency. A similar conclusion was reached by Laufer and Kimmel (1997) who pointed out that the availability of the mother tongue in bilingual dictionaries makes learning less stressful for learners.

Several disadvantages of consulting bilingual dictionaries were also noted by the participants in this study. Firstly, bilingual dictionaries *do not provide the exact contextual meaning* which causes misunderstanding of the text in many cases. This also can make learners become confused about the meanings they find. Amerah's comment, 'I don't trust E/A dictionaries …' aptly sums up this danger. However, to cope with this dilemma, learners in most cases prefer to double check the meaning in a monolingual dictionary to make certain they understand it. This was mentioned by Sameerah who clarified, 'I prefer to check other dictionaries, such as Oxford, to check if the meaning is the one I need …'. This finding aligns with Snell-Hornby's (1984) explanation, that one of the disadvantages of bilingual dictionaries is that they do not have the exact equivalents for the other language. This matter becomes complex if other elements of the language are taken into account, such as cultural

aspects as well as the pragmatic use of different words according to the context which are not generally covered in bilingual dictionaries. The second disadvantage reported by the participants is that bilingual dictionaries *do not assist learners to retain English words for a long time*. Figure 4.8 captures a sequence of events that emerged from the participants' reported experiences, and illustrates how the use of bilingual dictionaries influences word retention.

Figure 4.8. The negative impact on word retention of consulting a bilingual dictionary

As illustrated in Figure 4.8 and by what the participants mentioned, one of the negatives of consulting a bilingual dictionary is that it provides the Arabic equivalent. This Arabic equivalent makes learners focus on the Arabic and not pay attention to the English word. In effect, it constitutes a missed opportunity to add a new item to their L2 vocabulary. A number of participants articulated this process: 'I pick the meaning and focus on the Arabic equivalent and forget about the English word' (Nadia). Participants noted that a similar effect occurs they also write the Arabic equivalent above or below each English word in the text to help them understand but later find that they cannot remember the words they have

encountered. In addition, using the Arabic equivalent was reported by the majority of participants to stop them practising paraphrasing, which would otherwise help them to improve their second language writing skill as well as using the words in context which in turn enhances their memorisation of the new words. These findings seem to differ from those of Luppescu and Day (1993) and Fraser (1999) who found that bilingual dictionaries are essential to help students learn vocabulary. The findings of the current study call into question the value of bilingual dictionaries in vocabulary learning. This is in line with McCarthy (1990) who pointed out that assuming that there is one-to-one correspondence between mother tongue words and second language words has a negative impact on developing the vocabulary of learners of a second language.

Being misleading was reported by most of the participants to be one of the disadvantages of consulting bilingual dictionaries. The association between the use of bilingual dictionaries and being misled, as mentioned above, indicates that there are gaps between target language words and the mother tongue equivalents which in most cases leads to confusion. As one participant (Sameerah) observed, when she became advanced in the target language she discovered that bilingual dictionary meanings often deviate from the target language context. Most of the participants revealed that for this reason they need to check a monolingual dictionary to be certain that the meaning is correct for the context.

4.5.2. Discussion of dictionary use and comprehension and production task performance

Summaries of Group 1 who consulted a bilingual dictionary

The examples from the three participants who used a bilingual dictionary when completing the reading activity and associated tasks show how they drifted away from the main idea of the passage which discusses the controversial issue of euthanasia as being a legal or illegal act (see Appendix 3). Regardless of the grammatical as well as the mechanical issues in their writing, the content, which is the most important part of this experiment, is totally different from what is mentioned in the passage. It can be stated, to some extent, that consulting a bilingual dictionary negatively impacted their comprehension of the passage which in turn affected their summary of the main idea (production). This claim is also based on what was stated earlier by the participants – that using a bilingual dictionary caused them to be misled which in turn made them produce off topic summaries. Further evidence of the effect that the dictionary had in this case is apparent in the way they translated some of the English words in the passage into Arabic using a bilingual dictionary which will be discussed later. The findings here are thus at odds with those of Luppescu and Day (1993) who found that a bilingual dictionary was beneficial for participants' comprehension and vocabulary test scores in a study they conducted on 293 Japanese EFL learners.

Summaries of Group 2 who consulted a monolingual dictionary

The summaries of Group 2 participants show that those who consulted a monolingual dictionary understood the subject of the passage and presented a good summary of the main idea. There are a few spelling mistakes as well as grammatical issues; however, the idea is clearly stated and this is the most important element. On

balance, it cannot be generalised that only monolingual dictionary use contributed to these well-constructed summaries as other factors such as the participants' level of proficiency might have made a contribution.

Providing the English definition

The examples provided in the results section (see 4.3.2) clarify that even though definitions require at least a short sentence or a phrase to explain the meaning, the participants who used a bilingual dictionary here tended to supply synonyms and in some cases wrong words such as those Amerah supplied for 'insidious' and 'perpetrator'. As most bilingual dictionaries do not give examples or synonyms, Nadia and Nisreen provided the wrong spelling of words for 'perpetrator' and 'ravage'. The participants were observed to consult bilingual dictionaries to access the Arabic equivalents, and then translated them back into English for the purpose of providing a definition. These incorrect definitions are clues about the lack of comprehension of the reading passage which depends on vocabulary. As Prichard and Matsumoto (2011) pointed out, knowing the vocabulary helps in the comprehension of a passage. Interestingly, participants' comments in the interview (as noted earlier) indicated that many of them were aware of the potential to be misled by definitions found in bilingual dictionaries.

The definitions provided by the other participants who were observed to consult a monolingual dictionary suggest that using a monolingual dictionary helps to define words and to elaborate on them rather than providing the synonyms only. It is worth emphasising that all of the participants were advised to use their own language to define the English words and not to copy the definitions found in the dictionary they consulted, especially the monolingual one. The purpose of doing this was to find out

how they would define words according to what they understood from the context with the help of a dictionary. Comparing the two groups' definitions clearly shows that those who consulted a bilingual dictionary found it difficult to define the English words properly. This indicates that bilingual dictionaries may play a negative role in helping students to use words in the correct context. As such, the findings which were reported and perceived by the participants in this study are in line with Baxter (1980) who pointed out that the availability of equivalents in a bilingual dictionary does not help learners to develop the skill of providing word definitions. Additionally, Baxter pointed out that monolingual dictionaries, on the other hand, help learners improve their ability to define words. This claim is confirmed by the samples written by the participants in the current study showing that monolingual dictionaries are more helpful than bilingual ones for defining words.

The participants were also asked to provide the contextual Arabic meaning of some English phrases. Table 4.1 below illustrates the way in which some of the participants misunderstood the meanings of certain phrases that occurred in the context of the reading passage.

English contextual phrase	Arabic meaning and its English translation	Image to illustrate the Arabic meaning	Participant's name
Put its stamp	وضع الطوابع Stick the stamp on an envelop		Nadia / Ahmad
Before the court	قبل اللعب Before playing		Nadia
Before the court	قبل المحكمه Before the court		Ahmad

	building		
Before the court	قبل الحادثة Before the accident		Malak
Administering a lethal injection	ادارة حقنة قاتلة Managing a killing injection		Amal
Administering a lethal injection	مراقبة حقنة مميتة Monitoring a deadly injection		Amerah

Table 4.1. Illustration of how the Arabic meaning deviates from the English contextual meaning

The examples provided above show explicitly how the students tried their best to translate the phrases according to the context, but using a bilingual dictionary did not help them find the right meanings. To illustrate, in the passage (see Appendix 3), the phrase 'put its stamp' stands for 'an agreement or approval'; however, Nadia, Ahmad and others only figured out the literal meaning of these words using their bilingual dictionaries. As such, they translated it to mean 'stick a stamp on an envelope' or 'to seal a parcel' which are different from the context. Also, misleading meanings from bilingual dictionaries can be observed in the translation of 'before the court' which was understood by Nadia as 'before playing' because the meaning she found in her bilingual dictionary for court was 'a tennis court'. Meanwhile, Ahmad translated 'before' as the adverb of place which indicates 'somewhere in front of the court building'. However, the meaning here refers to presenting an issue before a judge for a decision.

Analysis of these examples and others also shows that even though bilingual dictionaries may have some close equivalent meanings, they seem to distract learners

from finding the meaning intended in the context. This confirms what most of the participants mentioned earlier, that using a bilingual dictionary can be misleading and confusing. In addition, excessive consultation of a bilingual dictionary might lead to dictionary-based thinking rather than context-based thinking.

4.5.3. Participants' perceptions and beliefs on the use of monolingual dictionaries as a learning tool

The participants' responses show that they find monolingual dictionaries a beneficial tool in their learning. As mentioned by all of the participants, the availability of *examples* in monolingual dictionaries makes it easy for them to understand and to clarify the meaning since examples and contexts are important for understanding. This is clear in Zahir's statement, 'they have many examples which clarify the meaning for me'. In addition, these examples are essential to help learners see how words are used in more than one restricted example and this enables them to assign each meaning to its context. In addition, they perceive that consulting a monolingual dictionary is advantageous in helping them remember words for a long time. This may be due to the use of a single word in various contexts for clarification. At the same time, the effort they expend finding the word enhances *word retention* and this was pointed out by the majority of participants. For example, Amerah explained that 'the effort expended reading about the word makes it easier to remember the word and its meaning …', and Ahmad said that 'We will always benefit from things we put effort into'. Amal also added that consulting a monolingual dictionary not only helps her to remember words but also helps to revise ones already learnt. She stated that 'this enhances my revision of words I have learnt previously'. Figure 4.9 illustrates this point.

Figure 4.9. Monolingual dictionary use and the word retention process

The findings of this part of the study support those of Hayati and Fattahzadeh (2006) and Ahangari and Dogolsara (2015) who found that using a monolingual dictionary helps learners memorise new words and enhances vocabulary learning.

In addition, the participants' comments indicate that most of them preferred to consult an English/English dictionary to find the *exact meaning.* Even though they could have consulted a bilingual dictionary, they preferred to check using a monolingual one because, as most of them stated, in some cases definitions found in bilingual dictionaries deviate from the exact meaning and mislead them due to the inaccurate translation and the limited number of definitions provided. However, monolingual dictionaries provide the exact meaning for the context as well as examples, as Malak clarified when she mentioned that 'they provide accurate definitions and examples for better understanding'. Meanwhile, most of the Saudi ESL students in this study found that a monolingual dictionary was essential to *improve their language learning*. They also clarified that they would recommend

future learners to use only monolingual dictionaries for fast improvement in learning. This contribution to language improvement can be attributed to the features that are available in monolingual dictionaries which help learners, as one participant (Osama) put it, 'learn all aspects of the language …' because they give information such as definitions, examples, contexts, and parts of speech as well as providing cultural clues. These, unfortunately, are not available in bilingual dictionaries which, as Osama also stated, will hinder language progress. This was pointed out by Thompson (1987), Kamoto (1995) and Wingate (2002) who suggested that the translation that is accessible in bilingual dictionaries stops learners from being immersed and progressing in the target language.

Furthermore, most of the participants reported that it is best to stay away from the habit of thinking in the mother tongue and to try to *think in English*, for which using a monolingual dictionary is the best alternative. Given that monolingual dictionaries help students to find out linguistic rules and meanings that are beneficial for learners, it is also essential for learners to understand cultural clues, pragmatics and the function of the language, both formal and informal. As both Osama and Zahir stated, the goal of using monolingual dictionaries is for learners to become immersed in the second language. Additionally, Asim expressed the view that this immersion is essential to understand things beyond the meaning and the grammar, or, in other words, learning about the culture and learning the real use of the language. This finding is insightful and in line with Bejoint's (1981) argument that one of the benefits of consulting a monolingual dictionary is that it motivates learners' to think in the language they intend to learn. However, participants who did not use a monolingual dictionary in the experimental task that was part of the present study reported that they know how essential this type of dictionary is but found it difficult

to do so in the task due to the time limit assigned for its completion. In addition, they have not had any training in how to use these dictionaries or in how to make use of them in their learning. These statements of the participants of the current study add more strength to the findings of Al Sayed and Siddiek (2015) who found that their Sudanese English learner participants believed it is important to consult monolingual dictionaries, but they lacked the appropriate skill to use them properly.

4.6.   Conclusion

The ultimate goal of this study was to shed light on the role of bilingual dictionaries in second language learning with particular focus on Saudi students in Australia. The investigation was undertaken to identify how Saudi students perceive the role of bilingual dictionaries in second language learning, to find out if bilingual dictionaries facilitate or hinder second language learning, and to investigate the role of bilingual dictionaries in comprehension and production. The results obtained in this study indicate that bilingual dictionaries are considered less beneficial in language learning since the disadvantages outweigh the advantages. The advantages of using electronic dictionaries are that they are easy to check, less time is required to find words, and they are good for pronunciation. Concerning paper ones, they were found to be advantageous if rapid understanding of a particular word is required and they are good for beginners. However, the disadvantages of using a bilingual dictionary were found to outweigh the advantages because they do not provide exact meanings, they do not help students remember words, they are misleading, and they do not help in comprehension or in production. Additionally, it was noted that in most important elements of learning, such as learning vocabulary, absorbing the main idea of the text, and expressing thoughts, bilingual dictionaries are considered useless for Saudi

learners. This was discovered while the participants were completing the task as well as from their comments during the interviews.

Finally, one alternative tool that was suggested by the participants was the use of monolingual dictionaries instead of bilingual ones. Most of the participants suggested that monolingual dictionaries are more beneficial for them both in completing tasks as well as assisting them in their learning journey. This is because this type of dictionary is essential for providing examples of words, enhancing word retention, finding exact contextual meanings, improving learning skills, and directing their thinking in the target language (English). As such, participants suggested that if new learners are exposed to monolingual dictionaries, they will find themselves progressing very quickly. Additionally, these participants reported that they lack confidence and skills in dictionary use which hampers them in using monolingual dictionaries and they suggested that future learners should be taught how to use these monolingual dictionaries properly.

Chapter 5: Conclusion and Implications

In this chapter, a summary of the key findings is provided, pedagogical implications for both teachers and institutions are included, recommendations for future researchers are presented, and the limitations of the current study are identified.

5.1. Summary of the key findings

The main aim of the current study was to investigate how Saudi students perceived the role of using bilingual dictionaries in second language learning, the sample for the study being Saudi students in Australia. The purpose was to also find out how bilingual dictionaries are perceived by Saudi students in relation to learners' comprehension and production. The group studied consisted of ten male and female Saudi students studying at Macquarie University and the University's English Language Centre. Data were obtained and analysed using a qualitative approach in which participants completed a task and then participated in an individual semi-structured interview.

A key finding of this study was that participants feel that using a bilingual dictionary does not play a positive role in their language learning and progress. The benefit that this type of dictionary might provide is that it saves time and less effort is needed when finding words, and learners can hear the word pronounced if they are using an electronic dictionary. These findings are similar to the findings of other studies in the literature (for example, Al-Jarf, 1999; Al-Kahtani, 2008; Noor and Mustaffa, 2014). In addition, consulting a bilingual dictionary is perceived to be good for beginners and is a useful strategy to help learners understand the key meanings of new words. However, most of the participants expressed the view that relying on a bilingual dictionary is disadvantageous. Given that using a bilingual dictionary may not help

learners find the exact meaning of a word and can actually cause them to forget new words, as pointed out in many studies, the new factor that this study adds is that most of the participants believe that bilingual dictionaries are misleading when it comes to comprehension and production.

More importantly, some of the findings revealed by the Saudi participants in this study were not discovered in previous studies conducted on Arab students. These findings are related to the utilisation of monolingual dictionaries instead of bilingual ones in language learning. Most of the participants in this study believe that using a monolingual dictionary is essential and that there are more advantages in using such a dictionary than in using a bilingual dictionary because learning and word retention are enhanced, language learning is improved and students learn to think in English. These are considered insightful findings that deserve more consideration by academic researchers, and language and educational institutions. These implications will be highlighted in the following section.

5.2. Pedagogical implications

The findings of the current study confirm that using a bilingual dictionary while learning a second language might help learners in some respects, such as in the amount of time and effort spent finding the meaning of a word and hearing the pronunciation if an electronic dictionary is used. Moreover, both paper and electronic dictionaries might help learners, especially beginners, to understand the meaning of words because of the translations those dictionaries provide. However, these are not the ultimate goals of learning a second language and becoming proficient in all the necessary skills. It was also discovered in this study that bilingual dictionaries mislead learners who might not choose the right meaning for the context which in turn causes misunderstanding of the texts learners are exposed to. These pros and

cons of using bilingual dictionaries indicate that it is essential for teachers to be aware that they should not be swayed by learners' preferences; rather they should take into consideration the benefits to learning of using particular types of dictionaries. For these reasons, teachers should not stop learners using bilingual dictionaries. However, they should be used before introducing monolingual dictionaries so that learners are encouraged gradually to turn their attention to using monolingual dictionaries. Teachers must bear in mind that the presence of equivalents in bilingual dictionaries may lead learners to comprehend things differently. Therefore, they have to keep checking on their learners to see how they come to understand certain pieces of information.

The findings of this study also confirm that using a monolingual dictionary was of benefit to most of the Saudi learners and improved their learning skills. Thus, teachers should take into account the potential for monolingual dictionaries in second language learning and consider implementing their use in their classrooms. Furthermore, time should be allocated for training learners as well as teachers in how to use dictionaries in second language learning settings. Such training would not be learning how to find the meaning of words; rather, it should involve learning how to figure out the meaning from the English context and how to use the examples given to improve paraphrasing and writing. Additionally, students need to know how to decipher the phonetic symbols for better English pronunciation as many learners do not know about these symbols. It should be mentioned here that the level reached by learners plays a crucial role in their learning, so teachers must ensure they recommend a monolingual dictionary that suits their students' level because there are simplified and specialised monolingual dictionaries for every level from beginners to advanced. Dictionaries that contain pictures and images are also recommended to facilitate word retention.

5.3. Further research implications

Dictionaries are not only a reference for meaning but they are also a source of knowledge about how a language functions linguistically, pragmatically and culturally. Researchers in the fields of linguistics, education and curriculum design should pay attention to the important role of dictionaries in learning. Therefore, each of these language components merits further investigation to find out how they contribute to learning through dictionary use. Moreover, more investigations should be conducted to explore whether the lack of these components (i.e. linguistic, pragmatic and cultural) in bilingual dictionaries has any influence on learning. Additionally, comparative studies on Saudi students who are intending to specialise in English as their major study and other groups who are studying English for special purposes are needed to find out if the aim of the study is an influential variable in dictionary consultation. Moreover, there is a need for a qualitative study to be conducted on Saudi teachers of different levels to explore the ways in which teachers in the Saudi context bring dictionary use into the classroom, and the barriers that they encounter is helping learners to develop skills in using both bilingual and monolingual dictionaries effectively. One final implication would be for composers and developers of dictionaries to write new versions or to revise the current dictionaries in consultation with the relevant stakeholders (e.g. teachers, students, researchers and curriculum designers) so as to meet the learning needs of students' of different levels.

5.4. Limitations

The small sample that was recruited for the current study was the major limitation. Although the sample size (n=10) was adequate for this study to obtain insightful data about the role of bilingual dictionaries in second language learning, the findings

cannot be generalised to all Saudi students who are studying abroad. This group of participants helped the researcher to uncover some issues related to the use of bilingual and monolingual dictionaries and the findings help to support previous views and argue against others. As such, further studies are needed but using a larger number of participants. Another limitation was the freedom given to participants to choose which dictionary to consult to complete the task. This was a deliberate choice in order to create a more authentic context where participants could select the dictionaries that they wanted to use and they could talk about the rationale for these choices in the interview. However, future studies could investigate only one type of dictionary, for example, bilingual or monolingual ones and either electronic or paper ones, and their applications for certain tasks. The final limitation is that this group of participants was not selected according to their language proficiency based on their standard language test scores (for example, IELTS); therefore, this must be taken into account in future to find out if proficiency has any influence on which dictionary students choose to consult while engaging in tasks and activities associated with their language learning.

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Appendices

Appendix 1: Ethics Approval

RE: HS Ethics Application – Approved (5201600307)(Con/Met)

Fhs Ethics <fhs.ethics@mq.edu.au>

to Dr, me

Dear Dr Roger,

Re: "The Role of Bilingual Dictionaries in Language Learning: A Case Study of Saudi Learners in Australia" (5201600307)

Thank you very much for your response. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee and approval has been granted, effective 24th May 2016. This email constitutes ethical approval only.

This research meets the requirements of the National Statement on Ethical Conduct in Human Research (2007). The National Statement is available at the following web site:

http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/e72.pdf.

The following personnel are authorised to conduct this research:

Dr Peter Roger
Mr Khedir Attaf K Almoayidi

Please note the following standard requirements of approval:

1. The approval of this project is conditional upon your continuing compliance with the National Statement on Ethical Conduct in Human Research (2007).

2. Approval will be for a period of five (5) years subject to the provision of annual reports.

Progress Report 1 Due: 24th May 2017
Progress Report 2 Due: 24th May 2018
Progress Report 3 Due: 24th May 2019
Progress Report 4 Due: 24th May 2020
Final Report Due: 24th May 2021

NB. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. If the project has been discontinued or not commenced for any reason, you are also required to submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/a

pplication_resources

3. If the project has run for more than five (5) years you cannot renew approval for the project. You will need to complete and submit a Final Report and submit a new application for the project. (The five year limit on renewal of approvals allows the Sub-Committee to fully re-review research in an environment where legislation, guidelines and requirements are continually changing, for example, new child protection and privacy laws).

4. All amendments to the project must be reviewed and approved by the Sub-Committee before implementation. Please complete and submit a Request for Amendment Form available at the following website:

http://www.research.mq.edu.au/current_research_staff/human_research_ethics/m anaging_approved_research_projects

5. Please notify the Sub-Committee immediately in the event of any adverse effects on participants or of any unforeseen events that affect the continued ethical acceptability of the project.

6. At all times you are responsible for the ethical conduct of your research in accordance with the guidelines established by the University. This information is available at the following websites:

http://www.mq.edu.au/policy

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/ human_research_ethics/policy

If you will be applying for or have applied for internal or external funding for the above project it is your responsibility to provide the Macquarie University's Research Grants Management Assistant with a copy of this email as soon as possible. Internal and External funding agencies will not be informed that you have approval for your project and funds will not be released until the Research Grants Management Assistant has received a copy of this email.

If you need to provide a hard copy letter of approval to an external organisation as evidence that you have approval, please do not hesitate to contact the Ethics Secretariat at the address below.

Please retain a copy of this email as this is your official notification of ethics approval.

Yours sincerely,

Dr Anthony Miller
Chair
Faculty of Human Sciences
Human Research Ethics Sub-Committee

Faculty of Human Sciences – Ethics
Research Office
Level 3, Research HUB, Building C5C
Macquarie University
NSW 2109

Ph: +61 2 9850 4197
Email: fhs.ethics@mq.edu.au
http://www.research.mq.edu.au/

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Program Policies

Appendix 2: Participants' Consent Form

MACQUARIE
University
SYDNEY·AUSTRALIA

Department of Linguistics

Faculty of Human Sciences

MACQUARIE UNIVERSITY NSW 2109
Phone: +61 2 9850 9650

Fax: +61 2 9850 9199

Email: peter.roger@ mq.edu.au

Supervisor's Name & Title: Dr Peter Roger

Participant Information and Consent Form

Name of Project:

The Role of Bilingual Dictionaries in Language Learning: A Case Study of Saudi Learners of English in Australia

_____

You are invited to participate in a study of the role of bilingual dictionaries in second language learning. The purpose of the study is to uncover the influence of bilingual dictionaries on Saudi learners while learning English as a foreign language, in other word, to find out if the use these dictionaries facilitates learning or poses barriers toward it.

The study is being conducted by Khedir Almoayidi, Department of Lingusitics, 048 1 14 6054, email:Khedir.almoayidi@students.mq.edu.au. This research is being conducted to meet the requirements of Master of Research in the Faculty of Human Sciences under the supervision of Dr.Peter Roger, telephone number: +612 98509650, email address: peter.roger@mq.edu.au , of the Department of Linguistics.

If you decide to participate, you will be asked to take part in an experiment which is based on reading a passage and completing a task about the passage which will take 35 minutes. Then an individual interview about your experience of the task and general background about the use of dictionaries will be held. The interview will last for 25 minutes and the language of the interview will be Arabic. The interview will be audio-recorded for the current study purpose then it will be eliminated. There is no risk or discomfort in this study. Finally, each participant will receive a gift to the value of $75 for their time and effort.

Any information or personal details gathered in the course of the study are confidential, except as required by law. No individual will be identified in any publication of the results. Only the researcher will access the data for the purpose of the study. A summary of the results of the data can be made available to you on request. You can contact the researcher on his email to have the results of this study.

Participation in this study is entirely voluntary. You are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without consequence.

I, … . have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name: _____

  (Block letters)

Participant's Signature: _____ Date: _____

Investigator's Name: _____

  (Block letters)

Investigator's Signature: _____ __ Date: _____

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)

Appendix 3: Experiment

Dear student,

You will have 35 minutes to read the passage and to do the task in the following pages. You are welcome to use any kind of dictionary other than the ones which have been handed to you.

I wish you all the best,

Researcher: *Khedir Almoayidi*

Supervisor: *Dr. Peter Roger*

Read the following passage then turn over the page to complete the task as instructed:

The word *euthanasia* is of Greek origin and literally means "**a good death.**" The American Heritage Dictionary defines it as "the act of killing a person painlessly for reasons of mercy." Such killing can be done through active means, such as **administering a lethal injection**, or by passive means, such as withholding medical care or food and water. In recent years in the United States, there have been numerous cases of active euthanasia in the news. They usually involve the deliberate killing of ill or incapacitated persons by relatives or friends who plead that they can no longer bear to see their loved ones suffer. Although such killings are a crime, the perpetrators are often dealt with leniently by our legal system, and the media usually portrays them as compassionate heroes who take personal risks to save another from unbearable suffering. The seeming acceptance of active forms of euthanasia is alarming, but we face a bigger, more insidious threat from passive forms of euthanasia. Every year, in hospitals and nursing homes around the country, there are growing numbers of documented deaths caused by caregivers withholding life-sustaining care, including food and water, from vulnerable patients who cannot speak for themselves.

While it is illegal to kill someone directly, for example with a gun or knife, in many cases the law has **put its stamp** of approval on causing death by omitting needed care. Further, many states have "**living will**" laws designed to protect those who withhold treatment, and there have been numerous court rulings which have approved of patients being denied care and even starved and dehydrated to death. Because such deaths occur quietly within the confines of hospitals and nursing homes, they can be kept hidden from the public. Most euthanasia victims are old or very ill, so their deaths might be attributed to a cause other than the denial of care that really killed them. Further, it is often relatives of the patient who request that care be withheld. In one court case, the court held that decisions to withhold life-sustaining care may be made not only by close family members but also by a number of third parties, and that such decisions need not be reviewed by the judicial system if there is no disagreement between decision makers and medical staff. The court went so far as to rule that a nursing home may not refuse to participate in the fatal withdrawal of food and water from an incompetent patient!

"Extraordinary" or "heroic" treatment need not be used when the chance for recovery is poor and medical intervention would serve only to prolong the dying process. But to deny customary and reasonable care or to deliberately starve or dehydrate someone because he or she is very old or very ill should not be permitted. Most of the cases coming **before the courts** do not involve withholding heroic measures from imminently dying people, but rather they seek approval for denying basic care, such as administration of food and water, to people who are not elderly or terminally ill, but who are permanently incapacitated. These people could be expected to live indefinitely, though in an impaired state, if they were given food and water and minimal treatment. No one has the right to judge that another's life is not worth living. The basic right to life should not be abridged because someone decides that someone else's quality of life is too low. If we base the right to life on quality of life standards, there is no logical place to draw the line. To protect vulnerable patients, we must **foster more positive attitudes** towards people with serious and incapacitating illnesses and conditions. Despite the ravages of their diseases, they are still our fellow human beings and deserve our care and respect. We must also enact positive legislation that will protect vulnerable people from those who consider their

lives meaningless or too costly to maintain and who would cause their deaths by withholding life-sustaining care such as food and water.

This passage was adopted from:

1 – **Using your English, write a short paragraph of no more than 150 words as a summary of the main idea of the passage**.

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2 – **Define the following in English, with the help of any dictionary you wish to use.**

A – active means:

… …

B – passive means:

… …

C – euthanasia:

… …

D – perpetrator:

109

… …

E – ravage:

… …

F – insidious:

… …

3 – **Define the following phrases in Arabic as they are used in the context of this article. You may use any dictionary you wish to help you to do this.**

A – administering a lethal injection:

… …

B – put its stamp:

… …

C – before the court:

… …

D – a good death:

… …

E – foster more positive attitudes:

… …

Thank you for your participation,

Khedir

Appendix 4: Interview Questions

Time allocated: 25 minutes

1 How long have you been here in Australia?

2 For how long have you been studying English in your country and outside?

3 From your point of view, how do you find studying English in your country (Saudi Arabia) in comparison to studying English in Australia? Can you elaborate, please.

4 Which dictionaries did you use in order to deal with the passage and the specific elements in the task? Why?

5 Which dictionaries did you find more beneficial in completing the task? Why?

6 What is the meaning of the following words:

- ravage

- perpetrator

- euthanasia

7 Do you still remember some new words from the task? If yes, can you give me examples; if not, why do you think this is?

8 Did you encounter any difficulties while consulting the dictionaries that you used (bilingual, monolingual or electronic dictionaries) in the task? If so, can you explain, please?

9 Which type of dictionaries do you usually consult when you encounter new vocabulary? Why?

10 Which dictionary do you find more appropriate to find the:

a – exact pronunciation of new words?

b – synonyms and antonyms of words? Explain.

11 From your own experience, do you think using bilingual dictionaries for any task might have any influence on:

- finding the exact context meaning

- obtaining the correct pronunciation

- the amount of time it takes to check words

- comprehension?

12 If you were a language teacher, which of the following dictionaries would you recommend your students use in class and outside the class and why?

A – bilingual dictionary

B – monolingual dictionary?

13 In your experience, how does the type of a dictionary you use affect:

a – learning vocabulary

b – remembering words for the long term

c – forgetting words?

14 Do you think that language learners should be exposed to extensive training on how to use dictionaries? If so, which dictionaries do you think deserve more attention and why? Can you explain, please?