

## A Contemporary Saudi Perspective on Bilingual Dictionary Use during EFL Writing Tests

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### Abstract

*Use of Dictionaries in English as a Foreign Language (EFL) Writing Skill tests (Writing tests) has been the subject of ongoing debate in the Middle East, and in the Kingdom of Saudi Arabia in particular. The present study investigates the attitudes of EFL teachers and students towards the use of bilingual dictionaries in Writing tests, and also the measured impact of bilingual dictionary use on the exam performance of the same students. In order to collect empirical evidence, two tailored questionnaires were presented to 120 female Saudi EFL college students and eight female EFL Writing teachers to elicit their views on the subject. The results of an Essay Writing Test by 55 female Saudi EFL students were also evaluated. Observation of the Essay Writing groups was undertaken, while examples from the students' writings were subsequently analyzed. It was found that most of the students, as well as a few teachers, were in favour of the use of dictionaries in Writing tests. Interestingly, there was not a significant difference between the students' performance with and without the use of dictionaries. The students also appeared to exhibit more emotional stress, and asked for more time, when they used bilingual dictionaries. It is concluded that although EFL students and a few teachers prefer the use of bilingual dictionaries in Writing tests, in actuality the students lack the skills needed to use the dictionaries perfectly. Training in the use of dictionary is sorely needed. It is recommended that EFL students receive sufficient vocabulary teaching during the lectures and adequate practice in dictionary usage while doing Writing Assignments.*

**Key Words:** Bilingual dictionaries, Dictionary usage, EFL learning, EFL Writing Skill tests, Vocabulary teaching

### Introduction

Bilingual dictionaries are important tools in EFL learning, enabling learners to make sense of the new vocabulary they encounter but do not understand. It is difficult to deny the importance of dictionaries in EFL teaching and learning. However, the use of dictionaries during tests is

controversial, with some EFL teachers advocating for their use, while others protesting against it, stating that such usage might affect the validity of exam scores.

Whether to allow EFL students to use bilingual dictionaries as a tool while performing EFL Writing Skill tests (Writing tests) has been a subject of worldwide debate for several years (Thompson, 1987; Hartman, 1990; Horsfall, 1997; East, 2008; Laufer, 2010). While most of the twentieth-century studies appear to be against dictionary usage (Celce-Murcia & Rosenzweig, 1979; Meara & English, 1987; Kobayashi & Rinnert, 1992), more studies were varied in their findings. Some quantitative studies concluded positively in favor of allowing students to use bilingual dictionaries in tests (Hurman & Tall, 2002; Roohani & Khosravi, 2011). They reported positive effects (dictionary usage contributes to writing). Other qualitative studies concluded with no significant difference or mixed effects, that is, advantages and disadvantages of its use (East, 2007). Although the debate is still running nowadays, recent studies dealing with dictionary use in Writing Skill Tests are very few (Roohani & Khosravi, 2011; Kaneta, 2012).

Moreover, some applied linguists relate the validity of examination scores while using dictionaries to the type of assessment itself. For example, East (2008) pointed out that dictionary usage could be less effective if test takers were interested in product-oriented tests. Similarly, Roohani and Khosravi (2011) stated that dictionary usage might be favored more if language teachers were concerned with the process-oriented assessment. Other researchers indicated the importance of training EFL learners how to use dictionaries in Writing tests (Hurman & Tall, 2007).

The “dictionary issue” has evoked much personal discussion among EFL Writing teachers in Saudi Universities. However, the decision of allowing the students to use or not to use dictionaries during tests does not always rest with the teachers, but sometimes with the administration, and sometimes with the students themselves. This study investigates the attitudes of Saudi EFL learners and teachers towards the use of dictionary in Writing tests as well as the impact of its use on the learners' academic performance. Its goal is twofold: to add to the literature of EFL Writing research, and to support it with empirical evidence.

### **Review of Related Literature**

With regard to the subjectivity of dictionary use, Bishop (2000) investigated Open University students' attitudes to being allowed to use dictionaries in their French examinations, trying to discover whether they agreed to the policy, how they used dictionaries and whether they thought that the dictionaries helped or hindered them in completing the papers. It was found that much of what they said was associated with the relief of psychological stress.

McLauchlan (2007) suggested that a solution to premature discontinuation of studies among second-language students in New Zealand (which is caused by second language difficulties, and the difficulty of vocabulary learning in particular) was to allow the students to

use monolingual and/or bilingual dictionaries in language tests. He concluded that this procedure reduced the stress related to the memorization of vocabulary and ultimately enhanced the language students' work. McLauchlan considers allowing students to use monolingual and/or bilingual dictionaries in language tests an enlightened and more practical approach to assessment.

Hurman and Tall (2007) investigated the quantitative and qualitative effects of dictionary use on modern language General Certificate of Secondary Education (GCSE) written examination scores. The study found that dictionaries enabled both foundation and higher-level candidates to obtain higher marks: while foundation candidates used dictionaries to understand the rubrics, higher-level ones used them to answer the questions. The study concluded that candidates need more training in using dictionaries due to their ignorance regarding checking gender or spelling words, the differences between verbs and nouns, dictionary abbreviations for word categories, and sophisticated ways of discovering particular word meanings.

Roohani and Khosravi (2011) investigated the extent to which the Persian-to-English/English-to-Persian bilingual dictionary was used during tests, as well as the frequency of dictionary use and type in the Writing tests of 60 Iranian EFL learners. The learners were asked to write two timed essays in two test conditions: with and without a dictionary. It was found that there was a significant difference in the Writing Test scores in favor of those who used English-to-Persian dictionaries in writing the essays. Roohani and Khosravi's study also found that although the frequency of dictionary use made a significant difference, a high frequency of use did not bear positive results. Additionally, the results of the study showed the type of bilingual dictionary to be a significant variable since the highest Writing mean score was found to be for those who used English-to-Persian dictionaries in writing the essays.

Similarly, Kaneta (2012) investigated the impact of dictionary usage on the performance of 11 EFL learners. The learners were asked to write a story based on a set of pictures and then revise it using dictionaries. Researchers compared the first draft to the second draft, revised with the help of dictionaries. It was found that although most local lexical errors were successfully corrected, errors which include multiple units were difficult for learners, even with the assistance of dictionaries.

In the Saudi context, some studies have addressed dictionary use by Saudi EFL students in classrooms and as tools for learning, but not during tests (Al-Jarf, 1999; Al-Fuhaid, 2004; Al-Muzainy, 2005; Al-Owimer, 2010; Hamouda, 2013). None, as far as the researcher knows, have explored the use of bilingual dictionaries during formal examination settings. The present study examines the attitudes towards the use of bilingual dictionaries during formal Writing tests, as well as the impact of such use on the performance of female EFL learners in writing descriptive and narrative paragraphs. The present study is limited to the investigation of the attitudes of 120 female Saudi EFL learners and eight female EFL teachers towards the use of bilingual

dictionaries (English- to-Arabic/ Arabic - to- English) in Writing tests. It is also limited to the impact of the use of bilingual dictionaries on the performance of 55 female Saudi EFL learners writing descriptive and narrative paragraphs.

### **Hypotheses of the Study**

The researched attempted to test the following hypotheses:

1. Female Saudi EFL learners at King Khalid University (KKU) display positive attitudes towards the use of bilingual dictionaries during Writing tests.
2. Female EFL teachers at KKU exhibit negative attitudes towards the use of bilingual dictionaries during Writing tests.
3. The use of bilingual dictionaries during the Writing tests of female Saudi EFL learners at KKU has a positive impact on their scores.

### **Methodology**

#### **Participants:**

The present study used three groups of participants. The first group consisted of 120 female Saudi EFL students at KKU during the second academic semester of 2013-2014. These participants were registered in the English department, which offers a Bachelor degree in Arts. The ages of the participants ranged from 18 to 23. The second group was made up of 55 female Saudi EFL students from the fifth level of the same program at the same college. The ages of the participants ranged from 20 to 23. The third group of participants consisted of eight female EFL Writing teachers from different departments of English at KKU. The teachers' ethnicities range from Arab to non-Arab, their ages from 25 to 59 years old.

#### **Materials:**

The researcher used two questionnaires designed to obtain the students' and teachers' attitudes towards the use of dictionaries in EFL Writing tests. The students' questionnaire consists of three parts. The first was constructed to elicit biographical information about the students. The second consisted of two multiple-choice questions designed to measure the participants' attitudes towards the speed and quality of their writing while using bilingual dictionaries; and the third consisted of four Likert scale questions to elicit the students' attitudes towards their use of bilingual dictionaries. The Likert scale questions about the students' satisfaction regarding their use of dictionaries during Writing tests, and the importance of such use during such tests were followed by open-ended questions about the reasons behind their choices (see Appendix A).

The teachers' questionnaire consisted of three parts. The first consisted of two multiple-choice questions designed to obtain the participants' attitudes towards the speed and quality of

their students' writing while using bilingual dictionaries. The second consisted of five Likert scale questions to elicit the teachers' attitudes towards their students' use of bilingual dictionaries. The third is an open-ended question about the types of mistakes their students make when using dictionaries in Writing tests. The Likert scale questions about the teachers' satisfaction regarding their students' use of dictionaries during Writing tests, and the importance of such use were followed by open-ended questions about the reasons behind their choices (see Appendix B).

In addition to the two questionnaires, a Writing test for the fifth-level EFL students was also administered and analyzed. The test was conducted first without any dictionaries and then with the aid of a bilingual electronic dictionary. Microsoft Excel and SPSS program were used to compute the results of the study. Observation was also used as a tool of analysis regarding students' behavior while using dictionaries.

### **Procedures:**

The researcher first tested the validity of the two questionnaires by presenting them for review to one professor and two assistant professors specialized in the field. Once approved, the questionnaires were distributed to the relevant students and teachers. The participants were given sufficient time and instructions to fill them in. After collecting the answers from the students and teachers, the mean number of the answers to the questionnaire were computed and drawn into graphs using Microsoft Excel.

In order to measure the impact of dictionary usage on EFL Writing in an examination setting, the researcher arranged for fifth-level students of the English department to write an essay about *Honesty*, with reference to one main example of their choice. The examiner did not inform the participants that they would be allowed to use dictionaries later to revise their work in order to elicit their best level without any learning aids. After the students finished writing their first drafts without dictionaries, the examiners requested them to use bilingual dictionaries to rewrite their essays. They were told to strictly rewrite the same paragraphs, with "Dictionary" as a title at the back of their papers.

In this way, it was easy for the researcher to compare the two drafts. The researcher then corrected the paragraphs and categorized the students' modifications based on three areas of Writing: grammar, vocabulary, and punctuation. Both versions of the paragraphs were corrected and graded. The modifications the students made after the use of dictionaries were categorized. Microsoft Excel was used to compute the means of the participants' answers to the questionnaires, and to draw the graphs that display the computed means. A paired sample T-Test was used to compute the mean difference between the performance of the students with and without dictionaries. The researcher also included her observations of the students during their Writing Test.

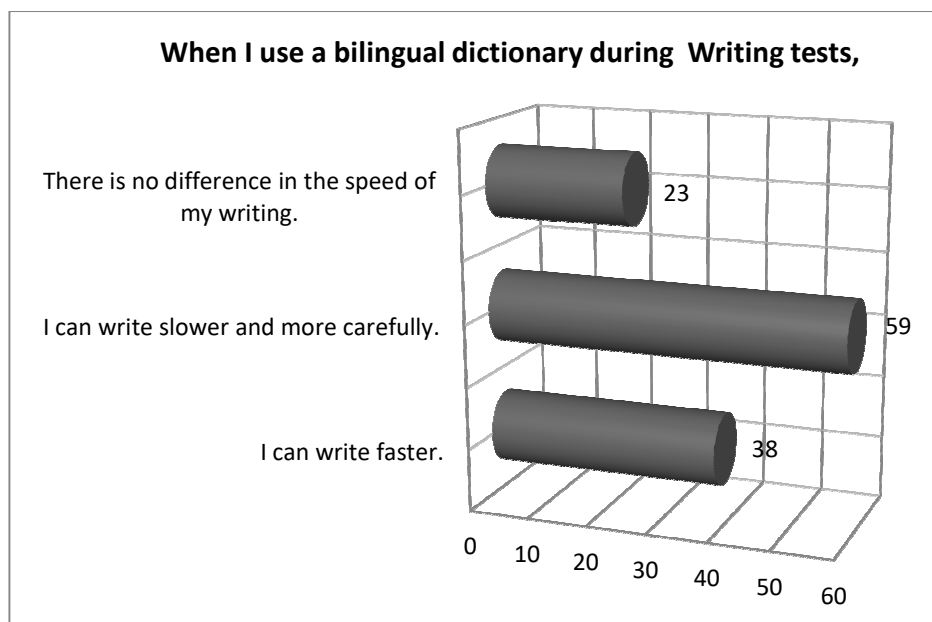
## Results

### 1. Student Participants' Attitudes Towards Dictionary Use in EFL Writing tests

#### 1.1 Speed of writing

While 19% of the participants perceived that there was no difference in the speed of their writing with or without a dictionary, 49% of them reported that they could write slower and more carefully, and 32% of them stated that with the use of bilingual dictionaries, they could write faster (Figure 1).

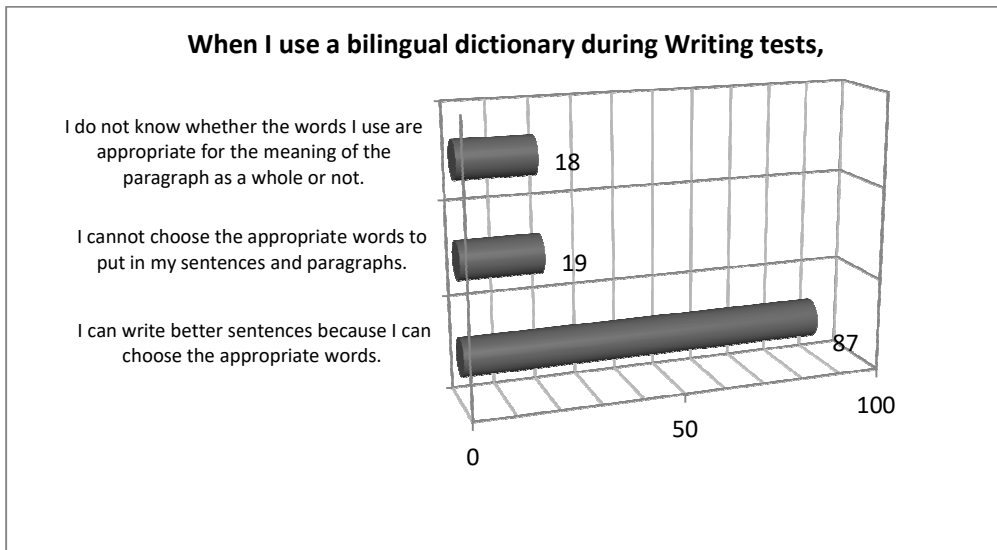
Figure 1: Student Dictionary Use and Perceived Speed of Writing



#### 1.2 Quality of writing

While 12% of the participants did not know whether the words they used are appropriate for the meaning of the paragraph as a whole or not, 72% of them thought that they could write better sentences because they could choose the appropriate words, and 16% of them perceived that they could not choose the appropriate words to put in their sentences and paragraphs despite using the dictionary (Figure 2).

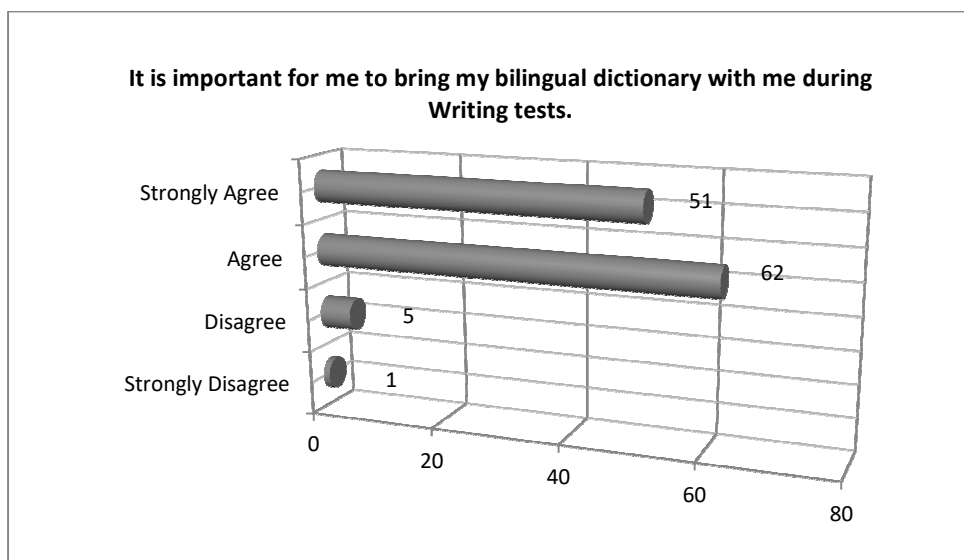
Figure 2: Student Dictionary Use and Perceived Appropriate Word Selection



### 1.3 Importance of dictionary availability

While 95% of the participants agreed that it was important for them to bring bilingual dictionaries with them during Writing tests, 5% of them disagreed (Figure 3).

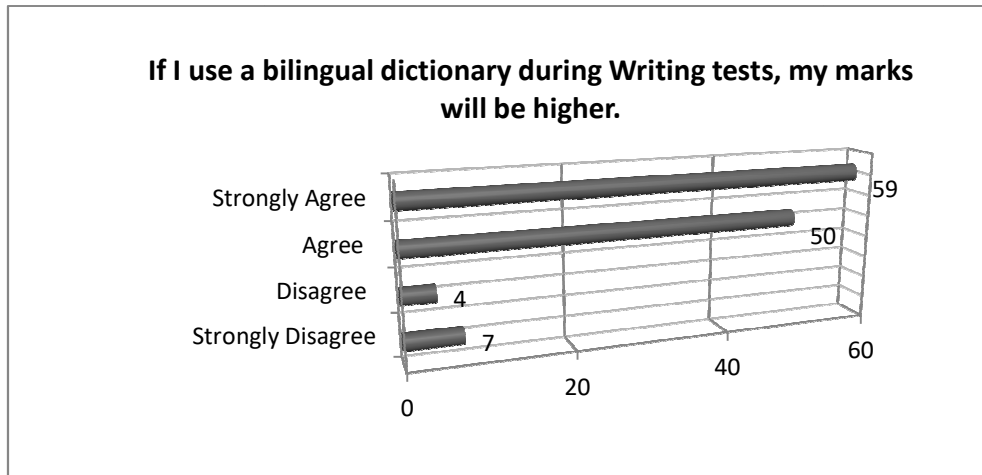
Figure 3: Perceived Importance of Bilingual Dictionary Usage During Tests



### 1.4 Correlation with higher marks

An overwhelming 91% of the participants thought that their marks would be higher if they use bilingual dictionaries during Writing tests. Only 9% of them do not think so (Figure 4).

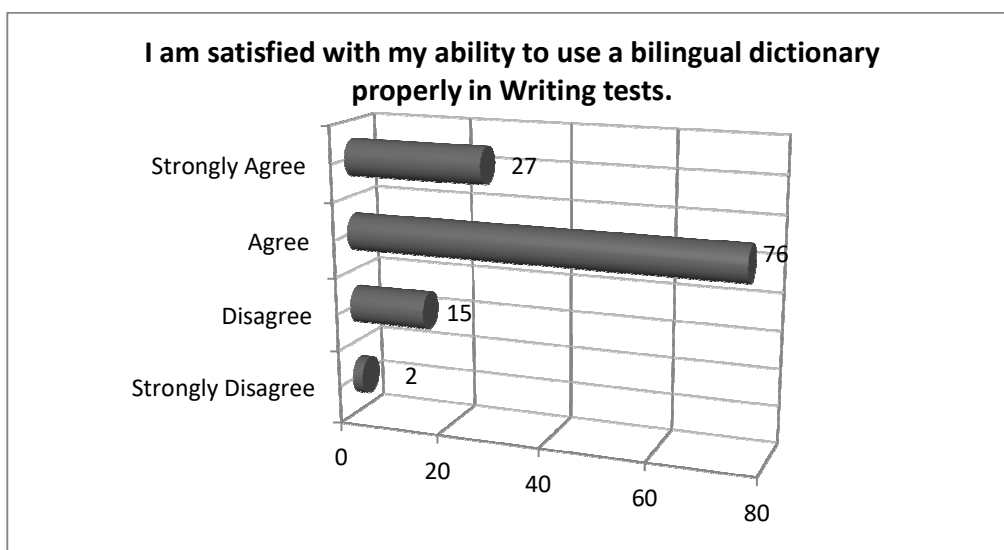
Figure 4: Perceived Correlation of Dictionary Usage With Higher Marks



### 1.5 Satisfaction with own ability

While 86% of the participants indicated that they were satisfied with their ability to use the dictionary properly in Writing tests, 14% of them indicated that they were not (Figure 5).

Figure 5: Student Satisfaction With Own Ability to Use the Dictionary



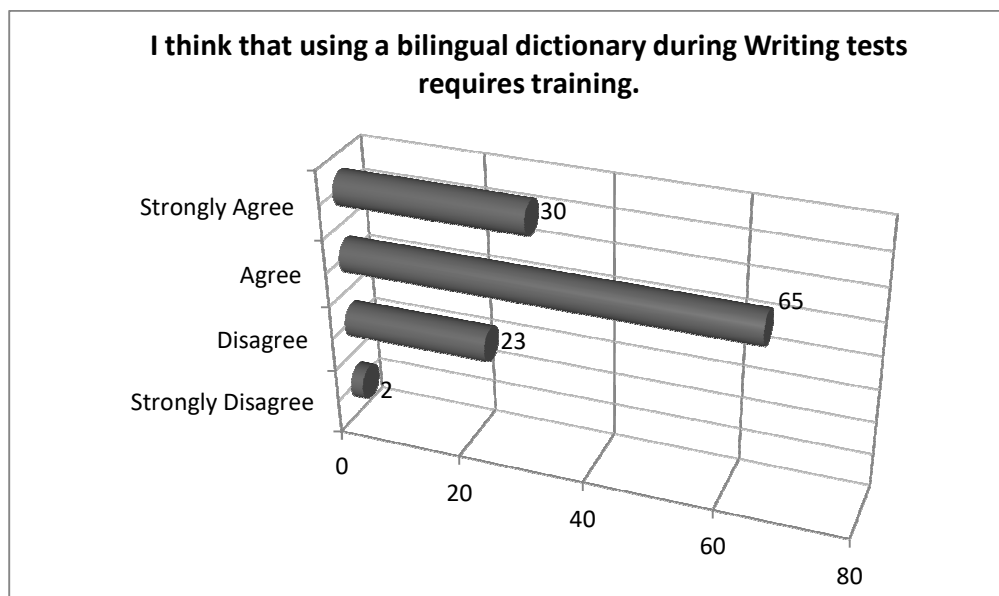
The participants who felt they were satisfied with their ability to use the dictionary in Writing tests stated that they could create better sentences; they could understand the questions; they could finish before the time was up; and that when they did not have enough vocabulary to write the perfect essay or paragraph, using a dictionary helped them to find words to express themselves accurately. They also reported that dictionaries assisted them in choosing the appropriate words to write with the proper spelling. This group of participants also stated indirectly that they learned vocabulary during tests: for instance, “if every time I looked for the word in the exam, I will learn it forever.” When they justified their satisfaction with their ability to use dictionary in Writing tests, the students repeated the following phrases: “is helpful”, “helps me”, “make sure about my writing”, “makes me better”, “can finish in a short time”, “I need it”, “take a good grade”, and “I can write correctly”.

Those students who were not satisfied with their ability to use dictionaries during Writing tests reported that they did not know how to use the dictionary very well; that it was a waste of time; that they could not arrange their sentences by themselves; that they did not know how to write a sentence by using the dictionary; and that using it takes a lot of time. They also reported that sometimes the word they looked up did not make sense within a sentence, indicating a lack of ability to choose the appropriate words that fit the context. One of the students mentioned her bad experience in the following words: “I remember when I used a dictionary in my exam, I lost my grades and I could not arrange my sentences and words in my mind!”

### 1.6 Need for specific training

The need to be trained in the use of bilingual dictionaries was recognized by 79% of the participants. However, 21% of them disagreed (Figure 6).

Figure 6: Perceived Need for Specific Training

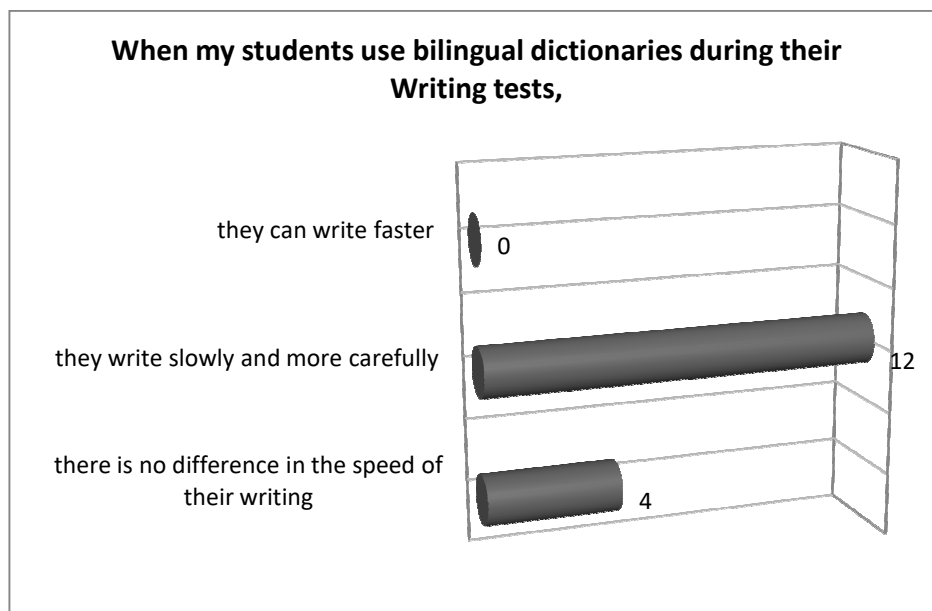


## 2. Teacher Participants' Attitudes Towards Dictionary Use in EFL Writing tests

### 2.1 Speed of writing

While 25% of the teacher participants perceived no difference in the speed of their students writing with or without a dictionary, 75% of them perceived that their students wrote slower and more carefully with the use of bilingual dictionaries. None of the teachers perceived that their students could write faster while using a dictionary (Figure 7).

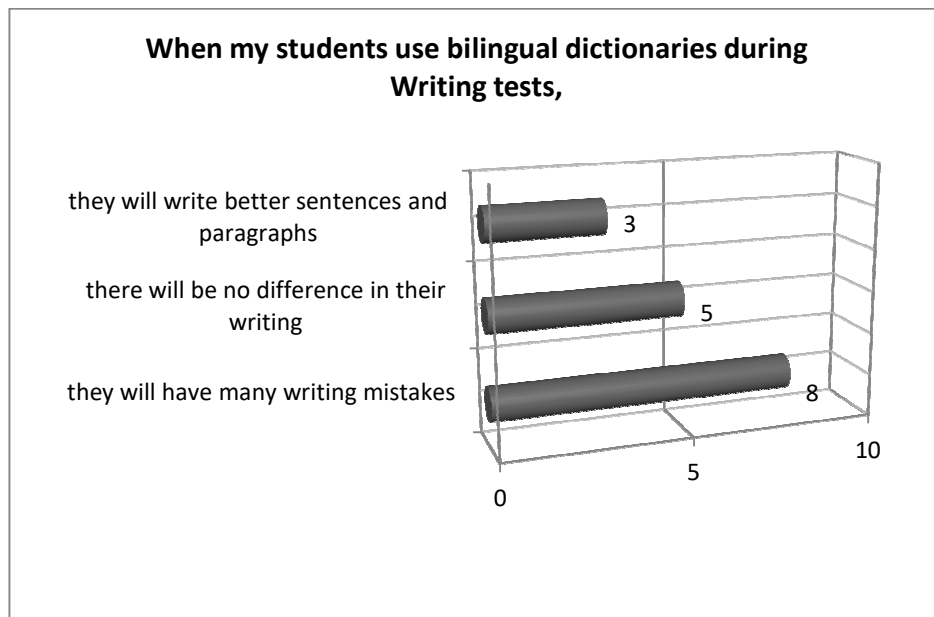
Figure 7: Perceived Speed of Student Writing



### 2.2 Quality of writing

While 31% of the teacher participants perceived no difference in the quality of students' writing whether or not they used bilingual dictionaries during Writing tests, 50% of them stated that their students made many more writing mistakes. A prediction of better sentences and paragraphs was the conclusion of 19% of the teacher participants (Figure 8).

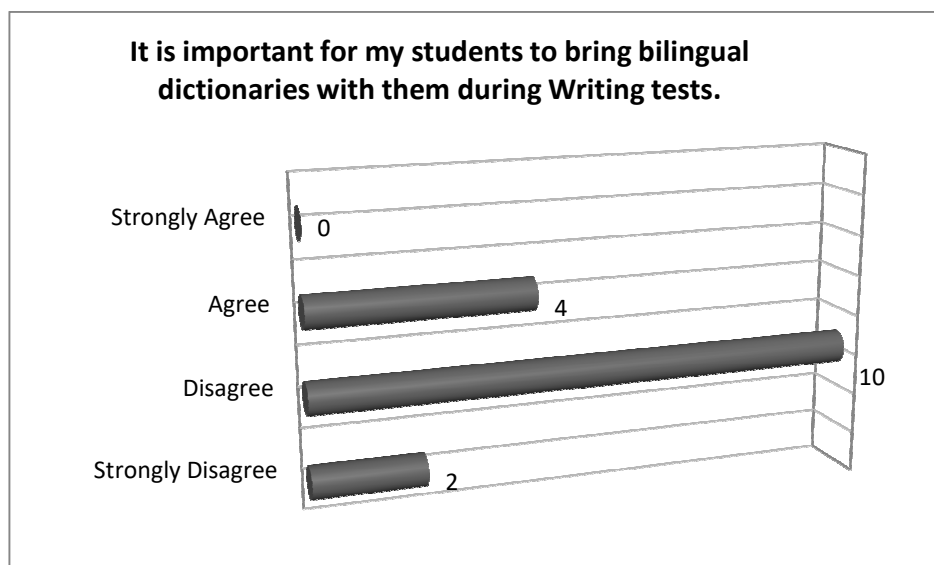
Figure 8: Perceived Quality of Student Writing



### 2.3 Importance of dictionary availability

The majority of the teacher participants (75%) disagreed that it was important for their students to bring bilingual dictionaries with them during Writing tests. Only 25% of them agreed (Figure 9).

Figure 9: Perceived Importance of Dictionary Usage During Tests



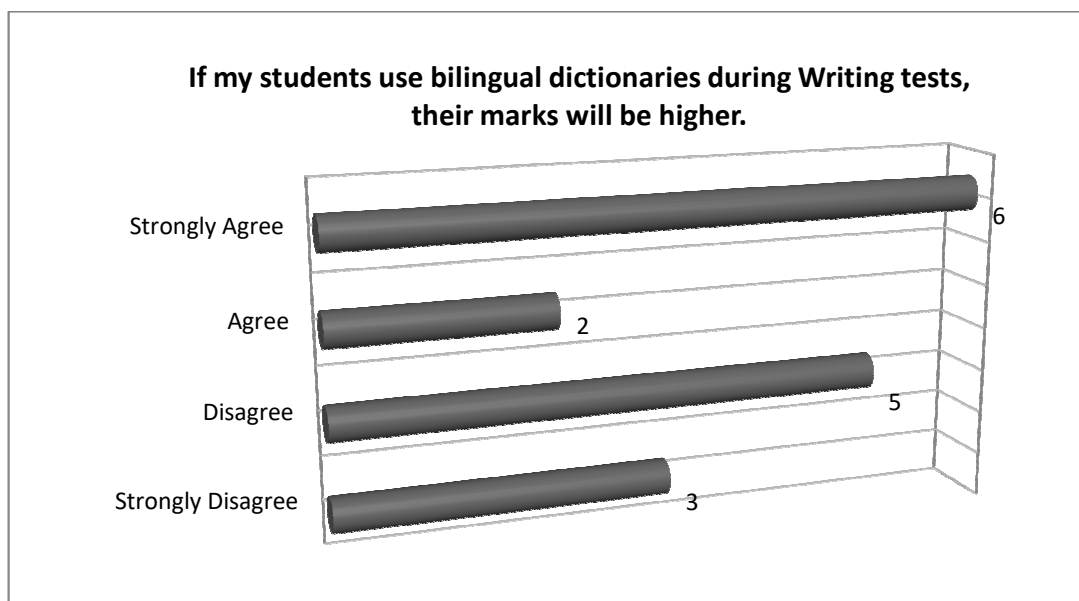
The teachers who disagreed with students bringing dictionaries with them during Writing tests stated that because their students had no foundation at all (they did not even understand basic grammatical structures), dictionaries could not help them in tests. They also claimed that dictionary usage wastes the students' time. This group of teachers expressed fears that over-reliance on the dictionary would destroy the students' creativity. When the use of dictionary was allowed, they stated, they could not measure the ability of the students as reflected in the scores. However, they reported that the use of the dictionary in daily life and during homework was of great benefit.

Those teacher participants who agreed with dictionary usage during Writing tests stated that the availability of these lexical tools encourages students to write with more confidence.

#### 2.4 Correlation with higher marks

Exactly half of the teacher participants indicated that if the students used dictionaries during Writing tests, their marks would be higher, while the other 50% indicated the opposite (Figure 10).

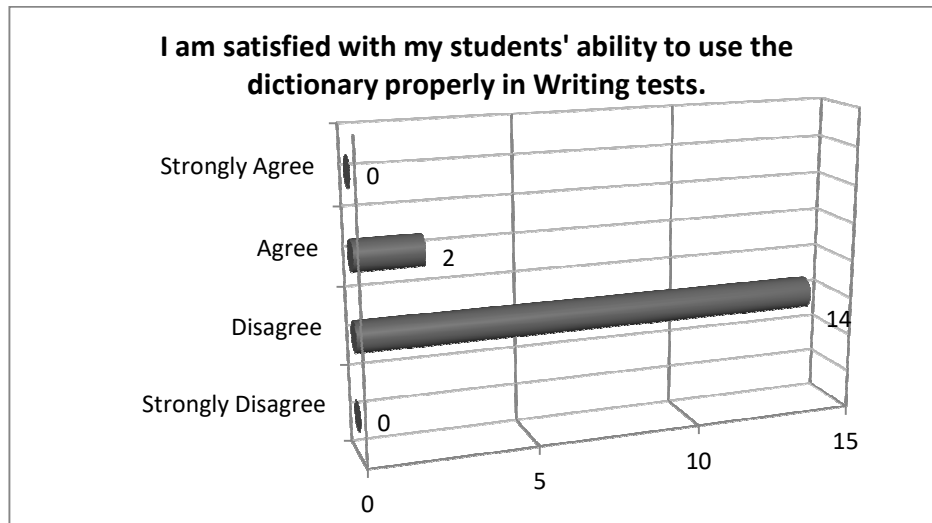
Figure 10: Perceived Correlation Between Dictionary Usage and Higher Marks



#### 2.5 Satisfaction with students' ability

While 87% of the participants were not satisfied with their students' ability to use the dictionary properly during Writing tests, 13% of them reported satisfaction (Figure 11).

Figure 11: Teacher Satisfaction With Students' Ability to Use Dictionaries in Tests

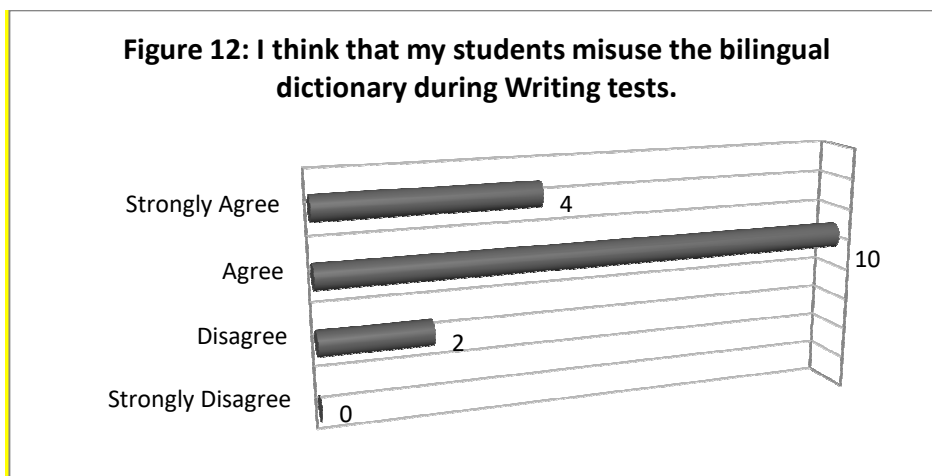


The main concern of the participant teachers who were dissatisfied with their students' ability to use dictionaries during Writing tests was students' inability to choose the appropriate words that fit the context. They reported that not only did their students not know how to check the meaning of words according to context, but that dictionary use also hampers their students' speed during tests. Teachers generally expected their students to be good enough in writing without dictionaries. Interestingly, those participants who were satisfied with their students' ability to use the dictionary in Writing tests did not report any reasons for their answers.

### 2.6 Dictionary misuse

While 88% of the teacher participants thought that their students misused bilingual dictionaries in Writing tests, only 12% do not think so (Figure 12).

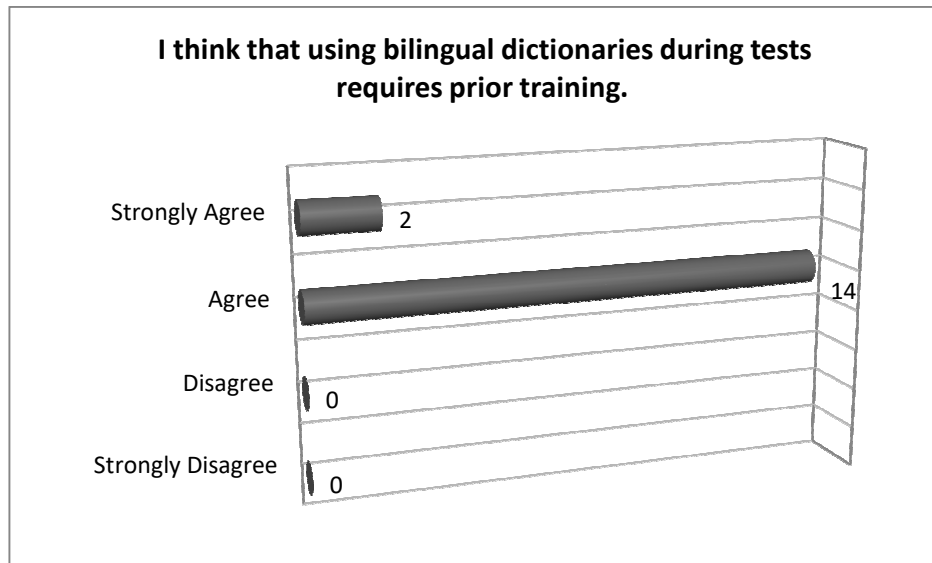
Figure 12: Teacher Perceptions of Dictionary Misuse



## 2.7 Need for specific training

All the teacher participants agreed that using a dictionary during tests requires specialized training (Figure 13).

Figure 13: Teacher Perception of Dictionary Training Needs



## 3. Empirical Evidence

### 3.1 Time

When the participants used bilingual dictionaries during Writing tests, they spent more time performing the tests than when they did not. Students expressed distress when the invigilator said: "Time is over." They asked for more time.

### 3.2 Performance

The results of the paired sample T-Test show that there is no significant statistical difference in scores between the students' quality of writing with bilingual dictionaries and without them (Table 1).

$T = -1.847, P = .070, DF = 54$

It is therefore concluded that the use of bilingual dictionaries has no effect on the students' academic performance during Writing tests.

*Table 1: Students' Scores With and Without Access to Bilingual Dictionaries*

Pair 1	N	Mean	T	Sig. level
No dictionary	55	7.2545	.1847	P=.070, DF=54
Dictionary	55	7.5091		

#### 4. Findings, Discussions, and Conclusions

The results of the study indicate that the first hypothesis is correct, that female Saudi EFL students at KKU have positive attitudes towards the use of bilingual dictionaries during Writing tests. Most of the students think that they can write slower and more carefully with bilingual dictionaries than without. Some, however, think that they can write faster. A few think that there is no difference in the speed of their writing with or without the dictionary.

With regard to the quality of writing, most students think that they can write better sentences due to the opportunity to locate appropriate words. A few notice that they cannot choose the appropriate words to put in their sentences even with the help of a bilingual dictionary, and a few admit that they do not know whether or not the words they use are appropriate for the meaning of the paragraph as a whole. Concerning the importance of the use of the dictionary during Writing tests, EFL Saudi students feel it is a top priority. Concerning the expectation of marks with bilingual dictionary use, most of the students think that their marks will be higher if they use the dictionary during Writing tests, with only a few demurring.

Concerning the level of satisfaction experienced by students regarding their ability to use dictionaries properly in Writing tests, most students report high levels; only a few of them reported dissatisfaction with their own abilities. With regard to the importance of training, most students think that the effective use of a dictionary during Writing tests requires prior training. Only a very few of them think no training is required.

The second hypothesis, that EFL female teachers at KKU have negative attitudes towards the use of bilingual dictionaries during Writing tests, is also partly correct, according to this study. The teachers' attitudes vary depending on the type of the questions asked. Concerning the speed of writing, while most of the teachers notice that their students write both slower and more carefully, others perceive no difference in the speed of their students' writing with or without the dictionary. With regard to the quality of writing, half of the teachers predict that their students will make many writing mistakes when they use bilingual dictionaries in Writing tests, while the others think that their students can write better sentences and paragraphs with dictionary use. However, only a few teachers think that their students cannot write better sentences and paragraphs with the help of dictionaries in general.

Concerning the importance of the use of the dictionary during Writing tests, most of the teachers consider it unimportant for their students to bring their dictionaries with them during Writing tests. Concerning expectations regarding marks with bilingual dictionary use, half of the teachers think that if the students use a dictionary during Writing tests, they will attain higher marks, while the other half do not think so. Concerning levels of satisfaction, most of the

teachers were not satisfied with their students' ability to use bilingual dictionaries properly in Writing tests, and feel that their students misuse them. The students attributed their satisfaction to their perception that the dictionaries were helpful to them. The teachers attributed their dissatisfaction to the students' lack of skills regarding dictionary usage during tests. With regard to the importance of training, not surprisingly, all the teachers agreed that using a dictionary during tests requires prior training.

The third hypothesis, that bilingual dictionary usage during the Writing tests of EFL Saudi female learners at KKU will have positive impact on their scores, is totally incorrect. There is no statistically significant difference between student marks with or without bilingual dictionaries. Empirical investigation and observation show that students using bilingual dictionaries spent more time performing their tests, and experienced a greater inability to work within the predetermined time limits than those who did not have access to dictionaries.

A study of the scripts of student writing with and without dictionaries, as well as the teachers' answers to the open-ended question related to the types of mistakes they encounter indicate that the vast majority of mistakes corrected are those related to grammar, spelling, and punctuation. Only a few errors were lexical, which the use of a dictionary is meant to address. However, many students attempted to use dictionaries to correct general language mistakes, which in itself indicates that their understanding of English is poor. Moreover, when it comes to correcting vocabulary, most of the students mostly selected words that were not suitable for the context. These findings reflect teachers' concerns regarding the issue.

The main conclusions of this study are similar to some of those of previous studies (Nesi and Meara, 1994; Nesi, 2002; Laufer, 2010; and Chan, 2011). The failure of bilingual dictionary use to meet student expectations may be attributed to the fact that no dictionary can offer adequate information about all the possible meanings that a word can convey in different contexts (Wingate, 2004). Moreover, translating literally from the students' first language adds to the problem. It is concluded that female KKU EFL students lack the skills needed to use bilingual dictionaries during English Writing tests. The students want to use the dictionary to get higher marks. The teachers want them to use it to lessen stress. However, while using dictionaries, the students generally ended up feeling frustrated and under greater pressure than before, and contrary to popular belief, their marks were not better than if they did not have access to this ordinarily helpful language tool.

## **5. Pedagogical Implications and Recommendations**

Based on the results of this study, it is very clear that female Saudi EFL students need to be taught more vocabulary, as well as to be trained how to use bilingual dictionaries effectively. EFL Writing teachers should give greater emphasis to providing their students with sufficient vocabulary needed to write in English. EFL teachers should also teach and encourage their students to practice the spelling of words, as well as the punctuation of sentences. Dictionaries are tools for learning. The students should be encouraged to use them during lectures, while doing assignments, and as aids to compose scripts which can be wonderful literary pieces, but not during tests. Using the bilingual dictionary during tests can be harmful and a source of stress. It also hinders creativity. Training on how to use dictionaries for learning is essential for EFL

language learners. More research is needed to investigate the use of English-English dictionaries by EFL learners during tests, and also the use of more specialized dictionaries such as scientific or business ones, and whether it is ultimately useful or harmful to use such types of dictionaries.

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**Appendix A**

**Questionnaire (students)**

This questionnaire is designed to investigate your perceptions and perspectives on the use of dictionary in Writing Skill tests at KKU.

Please write your responses or tick one (✓) that best represents your view.

Please respond to all sections of the questionnaire:

**Part one: biographical data**

Name: (Optional)

Age:

GPA:

Level:

**Part two: Choose the complement that best conveys your opinion.**

1. When I use bilingual dictionary during Writing tests,.....
  - A. I can write faster.
  - B. I can write slower and more carefully.
  - C. There is no difference in the speed of my writing.
  
2. When I use bilingual dictionary during Writing tests,.....
  - A. I can write better sentences because I can choose the appropriate words.
  - B. I cannot choose the appropriate words to put in my sentences and paragraphs.
  - C. I do not know whether the words I use are appropriate for the meaning of the paragraph as a whole or not.

**Part Three: Do you agree or disagree with the following statements.**

1. It is important for me to bring my bilingual dictionary with me during Writing tests.

Strongly Disagree      Disagree      Agree      Strongly Agree

**Explain why.**

.....  
.....  
.....  
.....

2. If I use a bilingual dictionary during Writing tests, my marks will be higher.

Strongly Disagree      Disagree      Agree      Strongly Agree

3. I am satisfied with my ability to use bilingual dictionary properly in Writing tests.

Strongly Disagree      Disagree      Agree      Strongly Agree

**Explain why.**

.....  
.....  
.....  
.....

4. I think that using bilingual dictionaries during Writing tests needs training.

Strongly Disagree      Disagree      Agree      Strongly Agree

**Thank you very much for your cooperation and time.**

**Appendix B**

**Questionnaire (teachers)**

This questionnaire is designed to investigate your perceptions and perspectives on the use of the dictionary in Writing Skill tests at KKU. There is no right or wrong answer for each question.

Name: (Optional).....

Please respond to all the parts of the questionnaire:

**Part One:**

**Choose the complement that conveys your opinion.**

- 1. When my students use bilingual dictionaries during Writing tests,.....
  - A. they can write faster.
  - B. they can write slower and more carefully.
  - C. there is no difference in the speed of their writing.
  
- 2. When my students use bilingual dictionary during Writing tests,.....
  - A. they will write better sentences and paragraphs.
  - B. there will be no difference in their writing.
  - C. they will have many writing mistakes.

**Part Two:**

**Read each sentence below and mark the choice that shows how much you agree with it.**

- 1. It is important for my students to bring bilingual dictionaries with them during Writing tests.

Strongly Disagree      Disagree      Agree      Strongly Agree

**Explain why.**

.....

.....

.....

.....

- 2. If my students use bilingual dictionaries during Writing tests, their marks will be higher.

Strongly Disagree      Disagree      Agree      Strongly Agree

3. I am satisfied with my students' ability to use bilingual dictionaries properly in Writing tests.

Strongly Disagree      Disagree      Agree      Strongly Agree

**Explain why.**

.....  
.....  
.....  
.....  
.....  
.....

4. I think that my students misuse bilingual dictionaries during Writing tests.

Strongly Disagree      Disagree      Agree      Strongly Agree

5. I think that using bilingual dictionaries during tests requires prior training.

Strongly Disagree      Disagree      Agree      Strongly Agree

**Part Three:**

**Answer the following question.**

What are the types of mistakes your students make when they use a bilingual dictionary in Writing tests?

.....  
.....  
.....  
.....  
.....

